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ABSTRACT

The looseleaf binder reports on the Educational Resource Centers (ERC) model program in Jackson County, Oregon, which fosters the mainstreaming of mildly handicapped elementary and secondary students (including learning disabled, educable mentally handicapped, emotionally disturbed, and physically handicapped). The ERC provides academic and social skills instruction in order to continue and increase a student's enrollment in regular classes. Instruction may be provided directly to the child or indirectly through consultation with the child's regular teacher. The report is divided into seven sections. A perspective on mainstreaming is provided, including philosophical considerations, a brief review of related research, and an examination of legislation and court decisions. The background and history of the project is reviewed, along with project planning and implementation. Program evaluation is also briefly discussed. The bulk of the report is concerned with program operation, including start-up procedures for ERC teachers, guidelines for processing referrals, individualized instruction, prescriptive programing, behavior management programs, daily monitoring, quarterly reports to parents and teachers, guidelines for termination of educational services, and volunteers. Among the four appendixes are the ERC Reading Skills Inventory and sample prescriptive programs. (DLS)

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MAINSTREAMING: THE EDUCATIONAL RESOURCE CENTERS MODEL

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ESEA Title IV-C
Educational Resource Centers
Jackson County Education Service District

101 North Grape
Medford, Oregon 97501

Diane Berreth Warrick
Stephen Isaacson
Ronald Jenkins
Vickie Simmons

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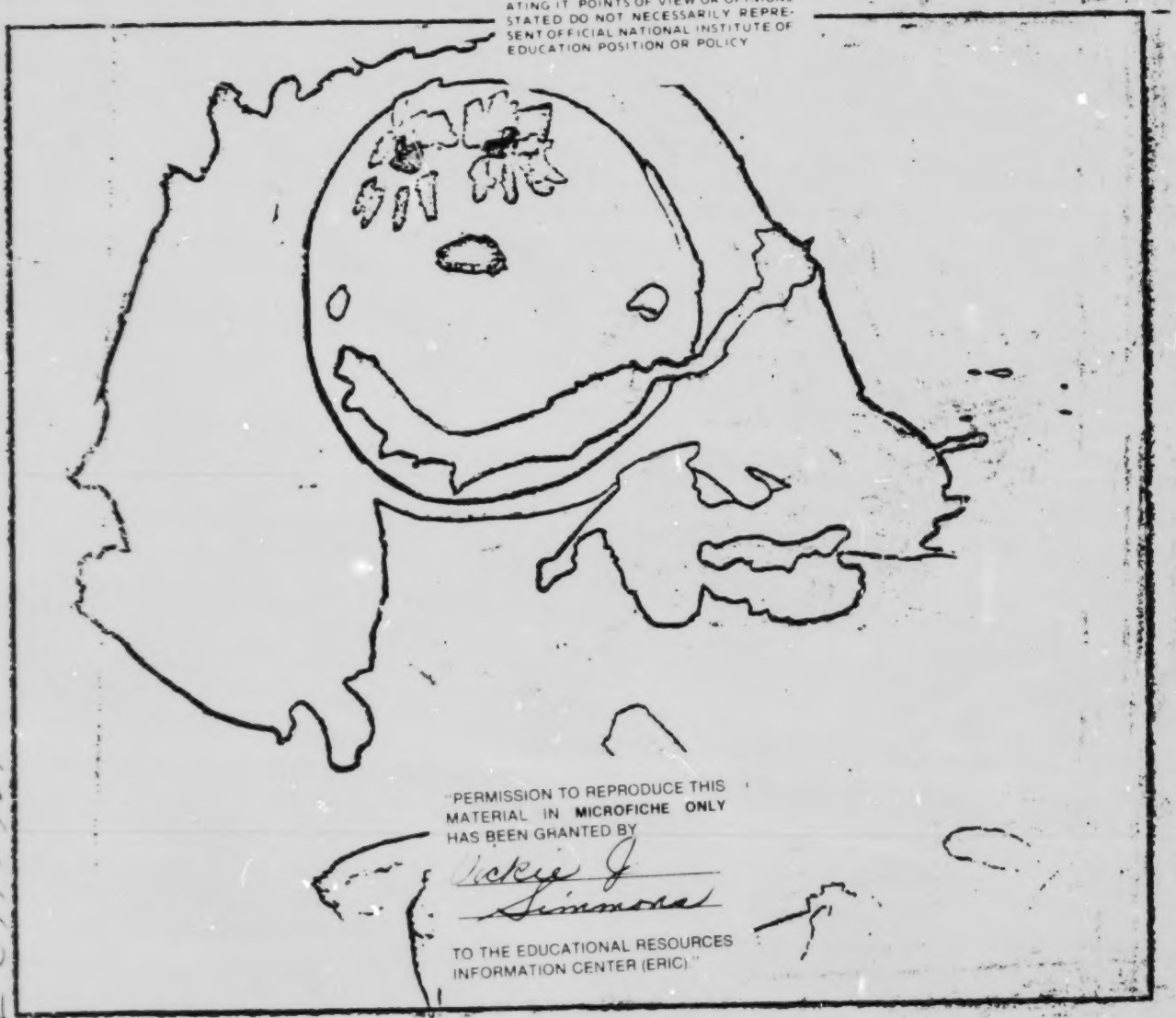

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MAINSTREAMING:
THE EDUCATIONAL RESOURCE CENTERS MODEL (ERC)

This adopter's guide is the product of the Educational Resource Centers (ERC) program developed and operated by the Jackson County Intermediate Education District from 1972 through 1976. Supported by funds granted by the Oregon Department of Education through Title III, Title IV, ESEA, and the State Handicapped Child Program, the ERC program was conducted at three sites within the district and was later validated at two other sites in Oregon. The ERC is included in the Promising Practices Inventory of the Oregon Department of Education.

Comments and suggestions about the ERC and this guide will be of interest to the Jackson County Intermediate Education District and of help to other districts who prepare adopter's guides. Readers are asked to fill out and return the questionnaire that appears as the last sheet of the guide. The questionnaire is to be returned to the Department of Education.

Jackson County Education Service District
Superintendent
Shelby Price

ERC Project Director
Diane Warrick - 1972-1977

ERC Staff Trainer
Steve Isaacson - 1976-1977

ERC Project Director
Vickie Simmons - 1977-

ERC Supervisor and Staff Trainer
Ronald Jenkins - 1977-

ACKNOWLEDGEMENTS

Warm thanks to the classroom teachers and administrators of the local districts in Jackson County, and to the Jackson County IED.

We especially appreciate the support of Cornelius Feskens, special education supervisor, and the Educational Resource Centers staff who provided valuable input and feedback. Mary Evenson, Barbara Cobb McGaughey, and K.C. Headrick made special contributions to the project.

Diane Warrick
Project Director

Steve Isaacson
Staff Trainer

1976

DEDICATION

To the children of Central Point, Little Butte, Salem Heights, Talent, and Walker Elementary Schools.

You demonstrated that every individual is valuable to the school community.

ACKNOWLEDGEMENTS

We acknowledge the following individuals for their contributions in development, field testing and revision of material included in this guide.

Our thanks go out to our entire ERC staff who have proven that the ERC Model is a valid, effective program for Mildly Handicapped Students. Also to Pat Carr and Pam Tourville who spent many hours typing and proofreading this copy, and Cheri Purpura for editing and organizing the final master copy.

Ron Jenkins
Steve Isaacson
Vickie Simmons

Revised 1978

This text is the second edition and first revision of the Adopter's Guide.

August 1978

FORWARD

This Guide is the second edition and first revision of Mainstreaming; The Educational Resource Centers Model.

Content changes have been made to reflect the new Public Law 94-142 mandates. These changes cover the areas as: written prior notice, the individualized education plan, and termination of special services.

Several sections have been enlarged to include information for secondary teachers. The Sections on diagnostic testing includes a sample diagnosis for secondary ERC students as well as for elementary students. The sections on the referral process, start-up procedures and operations.

Materials and supply lists reflect contributing efforts with Portland Public Schools, who have given inspiration and support in this important area.

It is our goal to reach teachers of Mildly Handicapped Children with this guide so they may use it in developing new and innovative teaching programs within their classrooms to help students reach their highest potentials.

Ronald F. Jenkins (1978)

TABLE OF CONTENTS

Introduction 1

I. MAINSTREAMING PERSPECTIVE 3

Philosophical Considerations 3

Related Research 3

Legislation and Court Decisions 4

II. PROJECT HISTORY 6

Description of Community 6

Previous Service 6

Proposed Change 6

Program Objectives 7

Funding 7

Response of Community 8

Brief Overview of Personnel 9

Training of Personnel 9

Project Parameters 9

Future Goals 10

III. PLANNING 11

Brief Overview of Management Structure 11

Management Roles and Responsibilities 11

IED Superintendent 11
District Superintendents 11
Special Education Director 11
Program Coordinator 12
Building Principal 12

Process Objectives 13

Program Budgets 14

Personnel 14
Travel 14
Supplies 14
Cost Effectiveness 14

IV. IMPLEMENTATION 15

Securing Support 15

Cooperating School Districts 15
Principal and School Staff 15
Other Resource Services 17
Community 17

Staffing ERC. 19

Personnel Requirements 19
Training Procedures 21
Training Evaluation 21

Selection of Students 23

Eligibility 23
Priorities in Enrollment 23
Referral 23
Entry Criteria 25

V. OPERATION 27

Start-up Procedures for ERC Teachers 27

Teacher Checklist 27
Scheduling 29
Student Work Folders 34
First Week Activities
Elementary 34
Secondary 35

Guidelines for Processing Referrals 39

Receiving a Referral 39
Processing a Referral 39
Referral Form Guidelines 41
Referral Form 43
Prior Notice Letter 47
Parental Consent for Testing/Observation . 48
Guidelines for Processing Referrals
Timeline 51
Referrals Received 53
Individualized Education Plan 55

Service 79

Diagnostic Testing 79

Quarterly Objectives 88

About the Objectives Record Form 91
ERC Objectives Record Form 93
Sample Completed Form 95
Objectives Record Guidelines 96

Evaluation Design: Pre/Post Testing 102

Individualized Instruction 107

Prescriptive Programming 108

About Prescriptive Program Writing 111
Prescriptive Program Form 113
Prescriptive Program Guidelines 117
Prescriptive Program Checklist 121

Social Behaviors 125

About Behavior Management Programs 128
Procedures for a Behavior Management Program 129
Behavior Data Sheet 131
Multiple All-Day Counts Form 135
Intervention Phase Sheet 137
Behavior Management Program Guidelines . . . 139

Daily Monitoring 144

About the Daily Data Sheet and Program Alterations Form 147
Daily Data Sheet 149
Sample Completed Form 151
Daily Data Sheet and Program Alteration Form Guidelines 153

Quarterly Reports to Parents and Teachers 163

Report to Parents and Teachers Form 165
Sample Completed Form 167

Guidelines for Termination of Educational Services 177

Parent Consent for Termination Form 179
Sample Completed Form 181

Room and Materials 183

Physical Space 183
Furniture and Supplies 183
Example Room Plan 184
ERC Materials List 187

Volunteer Recruitment, Training and Evaluation 205

Training Manual 207
Volunteer Pre/Post Test 216
Volunteer Preservice Lecture 219

Teacher Position Description and Evaluation . . 223

ERC Teacher Job Description 224
ERC Teacher Evaluation Form 227
About the Teacher Observation Form 235
Teacher Observation Form 237
Sample Completed Form 239
Teacher Observation Guidelines 240

Average Daily Time Form 247

Number of Students in ERC Each Hour Form . . . 249

About the ERC Questionnaire 251

Educational Resource Center Questionaire . . . 252

VI. EVALUATION 255

Program Evaluation Results 255

Proposed Changes in Adoption 256

Adoption Site Evaluations 258

Adopter Site Checklist 259

VII. APPENDICES 261

A. ERC Objectives Bank 263

B. Sample Prescriptive Programs 275

C. ERC Reading Skills Inventory 321

D. Primary Motor Skills Sequence 335

INTRODUCTION

The Educational Resource Centers (ERC) program in Jackson County was originally designed for elementary students who needed special services to learn most efficiently. The ERC now serves secondary mildly handicapped students. This includes students who are typically described as:

1. Learning Disabled
2. Educable Mentally Retarded
3. Emotionally Handicapped
4. Physically Handicapped

An Educational Resource Center is a place where a child goes for specific periods of time, usually on a regular schedule. The center provides academic and/or social skills instruction in order to continue and increase a student's enrollment in a regular class. Instruction may be provided directly to the child or indirectly through consultation with the child's teacher. The center's services also include program preparation and diagnostic testing.

Each center is staffed by a resource teacher and a full-time assistant. The teacher must be state certified with a handicapped learner endorsement.

The program is based on the philosophy that the most effective and humanistic approach to the education of children with special needs is to teach each child according to his/her specific needs. The child's strengths and weaknesses are determined by a careful analysis of his/her skills and deficits. These skills and deficits, both academic and social, are specified in terms of student behavior to give the teacher direction on planning for the child. Therefore, the term behavior is emphasized in this model and refers to both the academic and social behavior necessary to function successfully in the classroom.

Students are accepted for ERC programming after referral by parents, school, or social service agencies. The referral states the present behavior and terminal objective(s). The program measures current behavior and develops an instructional sequence to meet the objective(s). When the specified objectives are met, the ERC discontinues programming and provides follow-up service to the referring party as necessary.

Important components of the program include:

1. Mainstreaming - Each child in the program is enrolled in a regular class within the building. The child starts the day there for attendance and lunch count. The child participates in as many regular class activities as possible.

2. Behavior analysis - Each child's current performance is analyzed by identifying the frequency of specific behaviors. Consequences which increase and decrease those behaviors are determined.

3. Servicing across handicapping areas - With the behavioral approach, each child is regarded as an individual and not labeled according to handicap.

4. Individualized instruction - The program for each child is based on his/her own skill deficits and learning rates.

5. Prescriptive programming - A procedural and sequential plan, based on behavioral objectives, is established for teaching each child a needed skill.

6. Daily monitoring of academic and behavioral progress - Decisions about each child are based on his/her daily performance data.

The commitment to a mainstreaming approach is based on important philosophical and legal considerations, as well as on the research related to mainstreaming.

PHILOSOPHICAL CONSIDERATIONS

Among the philosophical considerations is the argument that a handicapped child has a right to the same opportunities and experiences as an advantaged child. Placement in an isolated, self-contained class not only deprives the child of these experiences, but also limits his/her adjustment to society. In such a placement, the disadvantaged child has no chance to learn social skills from normal peer models. Similarly, the advantaged students do not have the experience of adjusting to the handicapped.

Nowhere in our society is the importance of being "normal" and conforming to a norm as great as it is in the elementary school. As Keith Beery (1972) points out, when a child is separated from his peer group, he and his peers are both aware of the fact that he is different, and there is a considerable loss of self-esteem. The stigma associated with special class placement is well documented (Jones, 1972; Jones, 1973).

RELATED RESEARCH

Thus far, research relating to mainstreaming mostly deals with the ineffectiveness of traditional self-contained programs. The findings of Bennett (1932), Kirk (1964), Hoelke (1966), Smith and Kennedy (1967), and Johnson (1962), are summarized by Dunn (1968). Dunn points out that in spite of having more money per capita and lower teacher/student ratios, retarded pupils can consistently make as much or more progress in the regular classroom as they do in the special education class. Efficacy studies on programs for other mildly handicapped children, including the study by Rubin, Senison and Betwee (1966), come to the same conclusions.

Studies on teacher expectations, such as the one by Rosenthal and Jacobsen (1966), suggest that children labeled and isolated as mentally retarded will not perform to maximum potential.

In addition, the research on modeling shows that a variety of academic and social behaviors can be learned from an appropriate peer model through the combination of observation and vicarious reinforcement. Studies show that such inappropriate classroom behaviors as hitting, kicking, poking, (Csapo, 1972), withdrawal (O'Connor, 1969), hyperactivity (Csapo, 1972), and ineffective listening habits (Ross and Ross, 1972) can be significantly reduced by rewarding peer models for attention to school tasks. Cognitive and academic skills such as using grammatical rules, seeking information and problem solving can be effectively taught by modeling (Malouf and Dodd, 1972; Rosenthal, Alford, and Rasp, 1972; Ryan Kobasigawa, 1971; La Fleur and Johnson, 1972; Lovitt, 1972). These studies suggest that seeing successful peers praised for their efforts in the classroom encourages the handicapped child to perform similar tasks.

LEGISLATION AND COURT DECISIONS

The right of handicapped children to a free public education has been established by the courts, beginning early in the 1970's.

In 1971, the Pennsylvania Association for Retarded Children went to federal district court to secure free public schooling for mentally retarded children. This stimulated the filing of over 40 cases in the last four years involving the educational rights of the handicapped. These cases have established the following precepts: (a) every exceptional child is capable of benefiting from an education, and (b) education is a right which must be made equally available to all.

Labeling handicapped children and placing them in special classes has been an issue in several cases, including Diana versus State Board of Education of California. The results of the various cases have established (a) due process for placement and (b) limitations on the use of intelligence tests. In general, the courts have expressed a preference for placing handicapped children in regular classes and have required extraordinary justification for placements in isolated classes or special schools.

Based on the above litigation, the rights of the handicapped to a public education have been established. It has become the obligation of educators to meet the educational needs of these children with appropriate programs.

II. PROJECT HISTORY

DESCRIPTION OF COMMUNITY

Jackson County has a population of approximately 102,000. The Jackson County Intermediate Education District serves the 10 school districts of the county which together are responsible for approximately 24,300 school-age children. The Educational Resource Centers project served approximately 100 children in 1975-76 from 9 of these 10 districts.

PREVIOUS SERVICE

Prior to the establishment of the Educational Resource Centers model, the Jackson County Intermediate Education District and local school districts provided a series of self-contained classes for the educable mentally retarded. No direct services were offered to students with learning disabilities or emotional handicaps. Jackson County IED did provide service for multi-handicapped children, hearing impaired children, and children with speech impairments. Local districts provided Title I service; however, this was generally limited to reading programs for primary-level children.

PROPOSED CHANGE

During 1972, the Jackson County Intermediate Education District, in conjunction with the Exceptional Child Division of Teaching Research, OSSHE, wrote a joint Title VI ESEA, State Handicapped Child Program, pilot project to establish Educational Resource Centers. This pilot project was written to bring the district service model into closer alignment with legislation, court decisions, and research relating to mainstreaming. It provided the IED with a service model that extended services to students with learning disabilities and emotional handicaps and maintained them in regular class placement for a portion of their school day. This Title VI project was funded for the 1972-73 school year and, upon successful completion of the pilot, funding for further development was received through Title III for the years 1973-75. During the 1975-76 school year the transportability of the model was verified by two replications. Successful validation of the project was conducted by the Central Point and Salem school districts. The validation year provided data regarding

the transportability of the project and its application in both urban and rural areas. The 1976-77 school year will be devoted to dissemination activities. Services available to local school districts include awareness and adoption activities. Brochures or other printed materials, conference presentation or inservices may be used to promote awareness. Procedures for adoption will be individually established with contracting school districts, but may include on-site training for staff, home site monitoring and follow-up contacts.

PROGRAM OBJECTIVES

The specific goals of the project for each participating school were:

1. To enroll* 90 percent of the elementary aged educable mentally retarded, emotionally handicapped, learning disabled, physically handicapped children into regular elementary classes within eight weeks of program initiation by the Educational Resource Center.

2. To integrate 50 percent of the above population into regular classes, 75 percent of each instructional day within 175 instructional days.

3. To integrate 100 percent of the above population into the regular school program 25 percent of each school day within 175 instructional days.

4. To have project children acquire 75 percent of individually stated program goals by the end of the school year.

* "Enroll" is defined as being in the regular classroom daily for attendance and lunch count.

FUNDING

Over the three-year period of the Jackson County Educational Resource Centers' development and validation, the project has been jointly funded by local, state, and federal monies. Title III and IV monies were used for development activities and salaries for the project director and secretary. Staff positions (Educational Resource Centers teachers and instructional

assistants), supplies and other program expenses have been provided through state and local funds. The Jackson County Intermediate Education District provided local funds through its resolution program for special education. A percentage of approved costs was reimbursed through the Special Education Division of the Oregon Department of Education (ORS 343).

RESPONSE OF COMMUNITY

Support for the Educational Resource Center project has been widespread. During three years of development and service to over 300 students, there has been only one incident where parents did not give permission for their child to participate in the program. Generally, parents have supported the program because the children participating are not labeled as handicapped, they are not removed from regular classrooms or peers, and because service has been efficient and effective.

Support among school personnel has been an outstanding feature of the project. In anonymous questionnaires completed during each project year, regular class teachers have supported the dual placement of special students in the regular class and resource centers. Teachers have overwhelmingly indicated that the resulting social contact has benefited both normal students and those with special needs. Teachers are particularly in favor of the project's flexibility, responsiveness to teacher-established objectives, and the cross-categorical service model.

Several public service agencies, such as the Children's Services Division, have been involved with the project through joint responsibility for children served. They have supported the project and particularly have appreciated the services for learning disabled and emotionally handicapped children. These services had not previously existed in the county. Resource teachers have worked closely with CSD case workers and public health department nurses in providing programming for children.

BRIEF OVERVIEW OF PERSONNEL

Personnel involved in the project over the development period have included special education director, project coordinator, resource center teachers, resource center instructional assistants, consultants, and evaluators. School principals and their regular teaching staff have had important roles in the development of the project, as have other special education personnel who were working with project children.

During project planning, a team composed of the special education director, project coordinator, and local district representatives met to discuss instituting Educational Resource Centers in each building. Once sites were selected, planning continued with the above team, as well as with the building principal and selected classroom personnel. Responsibilities and personnel requirements for each of the positions above are found in Section IV.

TRAINING OF PERSONNEL

Primary training of Educational Resource Center personnel took place on the job. This was done through a combination of inservice training, observation and consultant services. For the two developmental years of the project, consultant services were obtained through Dr. Bill Moore, Exceptional Child Division, Teaching Research, Oregon State System of Higher Education, Monmouth, Oregon. Dr. Moore conducted training sessions on classroom management and prescriptive programming. Training objectives and procedures developed in this phase of the project are found in Section IV. Inservice training was conducted weekly with entire Educational Resource Centers staff. The staff met one to two hours each week for instruction by the project coordinator in the above areas, plus task analysis, data collection and interpretation. An integral part of the training model involved weekly observations of staff. Immediately after these observations, feedback was given and personal growth objectives were set with staff members on a monthly basis to improve their skills.

PROJECT PARAMETERS

The Educational Resource Center project was established to meet the needs of mildly handicapped children within

Jackson County. Mildly handicapped children are those children who are eligible for service in the State of Oregon under the definitions of the educably mentally retarded, learning disabled, mildly emotionally handicapped, and the physically handicapped. Services not provided by the project, but provided by other IED special education programs included speech therapy, services for hearing and visually impaired, and services for the moderate or severely retarded. While the Educational Resource Center was intended primarily for mildly handicapped children and not the other populations described, the program guidelines were flexible and students were frequently transferred within IED special education programs. For instance, a child formerly in a program for the trainably retarded who demonstrated progress could be transferred to the Educational Resource Centers' program and to a regular classroom.

FUTURE GOALS

Future goals of the Jackson County Educational Resource Centers project include:

1. Expanding the number of Educational Resource Centers to provide more comprehensive service for children and eliminate busing children to a school outside their attendance area.

2. Continuing expansion of the project at the junior high and senior high level.

3. Continuing development of testing and prescriptive program packets. (see appendix B)

4. Continuing development of objectives bank. (see Appendix A)

BRIEF OVERVIEW OF MANAGEMENT STRUCTURE

An important component of the Educational Resource Center program is frequent observation and feedback to staff.

To use this type of feedback system, it is important that an administrator be assigned to train and evaluate project staff. This position could be filled by the project coordinator or by the person primarily responsible for evaluation of staff, such as the principal of the school housing the Educational Resource Center, or the director of special education. This coordinator is directly responsible to his/her director or assistant superintendent who then handles budgeting and other administrative functions. Whoever acts as coordinator should allow a minimum of two hours a week per first-year Resource Center for staff observation and feedback.

The same feedback system is maintained throughout the ERC program. Therefore, just as the project coordinator is responsible for training and evaluating Educational Resource Center teachers, the teachers, in turn, are responsible for training and evaluating their instructional assistants and volunteers.

MANAGEMENT ROLES AND RESPONSIBILITIES

The responsibilities of management personnel listed below are based on the model followed by the Jackson County IED:

Intermediate Education District Superintendent

The IED Superintendent introduces the program to the individual district superintendents and boards, makes budgeting decisions, and recommends ERC staff to the District board for hiring.

District Superintendent

The district superintendents perform the same function with their own boards and they or their designees make final decisions regarding initiation and location of the resource centers in their districts.

Special Education Director

The special education director is integrally involved in planning and operating the project. He/she

supervises the project coordinator, develops budgets, and acts as a liaison with assistant superintendents or curriculum directors in local districts and state department representatives. The special education director may introduce the model to local districts.

Program Coordinator

The program coordinator is responsible for assisting in the selection of staff and evaluating and training project staff. Day-to-day responsibilities include establishing and training staff in procedures, providing inservice for regular school personnel, acting as a liaison with building principals, developing new procedures, project forms, and instructional materials, and providing weekly training to experienced staff members. Whether or not adopting districts have a program coordinator, it is vitally important that a responsible person, such as the building principal, become directly involved in these procedures.

Building Principal

The building principal at the ERC site helps interview and recommend ERC teachers for hiring, serves as a program advocate, reports on the program's impact on the school, serves as arbiter in problems with referrals, schedules or communication, and helps arrange inservice workshops.

The principal also decides on the appropriateness of referrals to the ERC, discusses the children's programs with the referring teachers and co-signs referrals. He/she attends staffing conferences on students admitted to or dropped from the program. The principal assigns homerooms for students referred from outside the school attendance area and consults with parents when a move to a different school is involved or a significant change in services is recommended.

Schools in which the ERC serves children from other attendance areas may have problems with class size. In these cases, the principal should advocate policies that support the ERC, while attempting to maintain appropriate class size. Including handicapped children in class activities may require additional time from the classroom teacher. If this becomes a problem, the principal can assign volunteer or aide time proportionate to the number of handicapped children in each class. When such decisions are made by the principal, they are apt to be accepted by the classroom teacher.

PROCESS OBJECTIVES

Process objectives during the Jackson County development years included the following:

ERC Teachers:

1. Distribute ERC referral forms to all teachers within one week of school opening.

2. Accept referrals on a first come, first served basis, with priority given to most severe cases. Decisions regarding each referral are to be made within 15 school days.

3. Within two weeks of accepting a referral, have a baseline taken on the student and initiate a written prescriptive program. All programs are to include: behavior objectives, baseline, materials, criteria, sequence, cue, consequence, data collection.

4. See that data are recorded on each program.

5. Visit at least two integrated programs during the school year.

6. With other ERC staff, develop and administer a teacher attitude questionnaire to all participating teachers.

Project Coordinator:

1. With the ERC staff, hold inservice the first week of school for the total staff of each school to train them in ERC procedures.

2. With the ERC teacher, write personal growth objectives to be met by that teacher on a monthly/quarterly basis.

3. With all resource teachers attend 30 weekly staff meetings sponsored by the project management team,

4. Monitor each program initiated by ERC staff at least twice.

PROGRAM BUDGETS

An Educational Resource Center's program budget will require the following areas of consideration:

Personnel: It is recommended that personnel be paid according to district guidelines without preferential treatment. In the Jackson County program, the ERC personnel (coordinator, secretary, teachers, instructional assistants) were paid according to contracts between the Jackson County IED and Jackson County Education Association and Jackson County Classified Employees Association.

Travel: The ERC staff should be reimbursed for travel from the home school to another building for observation, testing, and staffing conferences. For the first year or two, adopters may also wish to provide for observation trips to other districts employing a mainstream philosophy. During the two developmental years of the Jackson County program, the ERC teachers and coordinator made a minimum of two such trips yearly.

Supplies: Centers can be expected to operate with whatever supplies budget is available within the district's special education program. Optimally, a supplies budget for a first-year center might be $1,000 for the one-time purchase of permanent materials. Educational Resource Centers in Jackson County had a materials budget of $300 per year and an equipment budget of $100 per year. Suggested supplies are described in Section V.

Cost effectiveness: The following cost effectiveness estimates are based on data from the Jackson County program. Initial implementation cost was estimated at $24,699 for each center for the 1974-75 school year. Developmental cost for the 1975-76 school year was $5,932 per center. The total operational budget per center for 1975-76 was $20,577. Annual per-pupil cost for an average of two hours of direct instruction per day was $1,067, based on 20 students.

SECURING SUPPORT

SECURING SUPPORT

Cooperating School Districts

During the development of the Educational Resource Center a series of inservice meetings may be needed to secure support from the school district, particularly the principal and staff of the school housing the Educational Resource Center.

The IED superintendent or special education director should contact the local district. The program coordinator should then meet with district administrators to present the rationale for mainstreaming, outline the legal implications and supporting research, and discuss the model.

Once approval is received for the establishment of an Educational Resource Center within a district, an inservice session should be held with the district board, district principals and then the total school staff of the school housing the Educational Resource Center. Orientation of the school staff should emphasize rationale and procedures for mainstreaming rather than characteristics of handicapped children. The principal and ERC teacher should meet with each classroom teacher to request his/her participation as a homeroom teacher.

Principal and School Staff

Of extreme importance to the success of the program is the support of the principal and teachers at the ERC site.

The principal should be familiar not only with the philosophy and research supporting mainstreaming, but also with the practical aspects of the project's operation, such as how the program is evaluated, the importance of communication between the regular class teacher and the resource teacher, the role of parents in the referral process, and the kind of instruction and classroom management techniques the resource teacher will use. An excellent reference to give the principal is Principal's Guide to Mainstreaming, 1975. (To send for copies, write to: Croft-NEI Publications, 24 Rope Ferry Road, Waterford, CT 06386.)

Since ERC's serve students on a support service basis, it is essential for the ERC teacher and the regular classroom teacher to determine joint responsibilities. The role of the regular class teacher in the mainstreaming process is vital. It is important that the school staff be made aware of plans to implement a new program and have a voice in regard to its function and services. An initial inservice presentation should include the philosophical considerations, research basis, legal reasons, and details of the ERC model. Continuing opportunities for inservice training should be made available when they are needed as indicated by the principal of teachers.

Some teachers will not initially agree with a mainstreaming approach or the ERC's educational philosophy. However, experience has demonstrated that the classroom teacher will cooperate when he/she understands the reasons why the ERC functions as it does, regardless of agreeing or disagreeing with that philosophy. A clear statement of reasons and goals can lay the groundwork for mutual understanding and cooperation.

The classroom teacher who has a mildly handicapped child should be encouraged to:

Understand and demonstrate through teaching that learning is incremental in nature and that each child moves along that sequence at a different pace.

Apply learning theory in teaching and classroom management.

Create an attitude of acceptance and understanding toward individual differences.

Acknowledge "ownership" of the child and include him/her in field trips, movies, and special activities, as well as the regularly-scheduled periods the child is in the room.

Ask the ERC teacher for information on the child and advice as to effective techniques to use.

Participate in staffings and decisions concerning the child.

Other Resource Services

It is important that members of other resource programs within the school or district be well informed about the Educational Resource Center. This might include building resource personnel such as the librarian, Title I staff, counselors, social workers, or personnel from other school-related programs. The ERC program should be carefully introduced to these staff members, so it does not appear to usurp their own programs. Whenever another program is available in the school that provides similar service, such as Title I, the ERC staff should be encouraged to meet with that staff on a regular basis to maintain good communication regarding children jointly served.

Community

Securing support in the community can be done through the local district. The building which houses the resource center and parents of children attending the resource center are the first to be aware of the program. Once the program has been firmly established, it may be publicized through PTA, other public service agencies, or newspapers. The resource center and the project coordinator should keep on hand a supply of brochures which can be distributed to building visitors. Building principals are encouraged to show visitors the project. This can promote the feeling that the resource center program "belongs" to the school in which it is housed.

STAFFING ERC

Personnel Requirements

Project Coordinator: The project coordinator of the Jackson County Educational Resource Centers had a Master's Degree in Special Education and experience both in special education teaching and administration. Important skills for the position include the ability to train staff in areas such as task analysis, prescriptive programming, individualization of instruction, behavior analysis, data collection and interpretation. It is important that the project coordinator demonstrate good interpersonal skills in dealing with both regular and special staff.

Educational Resource Centers Teachers: One teacher should be hired for every Educational Resource Center. Teachers should hold teaching certificates with endorsements for the educably mentally retarded, learning disabled, or handicapped learner (beginning in 1977). Ideally, they would have some prior teaching experience. Educational Resource Centers teachers should be open to new concepts in dealing with exceptional children and should enjoy working with both adults and children.

Instructional Assistants: Each center should have one instructional assistant. Assistants should have at least high school diplomas and some experience in dealing with children, although applicants with bachelor's degrees in psychology or education, and direct experience with children in a school setting would be preferable. Good interpersonal skills and openness to learning situations are considered important for these positions.

Project Secretary: A full or part-time Educational Resource Centers secretary is important, as the establishment of such a program requires significant

documentation including typing, filing and copying. The secretary should be skilled in dealing with the public, particularly parents of ERC children, and competent in administrative assistance and clerical work. Experience as an education secretary would be helpful.

Incentive Aides (optional): These aides should be under the direct supervision of the Educational Resource Centers teacher, but should work in regular classrooms to help those children who also attend the Educational Resource Centers. The concept of providing classroom teachers with an incentive to work with handicapped children can be most successful and districts are encouraged to adopt it whenever possible. The aides could be assigned to classrooms by the building principal to instruct ERC children, or other children while the teacher is working with ERC students.

Behavior Specialist (Optional): Adoptors may wish to offer the additional services of a behavior specialist. The behavior specialist works with children without significant academic skill deficits who are referred because of behavior problems. The specialist provides direct behavior intervention in the child's classroom, thereby eliminating the need for the child to leave the regular class setting. This direct service model is recommended as it significantly improves the maintenance of the child's appropriate behavior in his/her classroom and develops management skills in the classroom teacher which can be used with other students. Information regarding the model employed by the behavior specialist is available from CORBEH (Center on Research for the Behavioral Education of the Handicapped), 1590 Willamette, Eugene, Oregon.

Volunteers: Volunteer assistants may be recruited from local junior highs, high schools, colleges, or from the community. Minimum requirements are an expressed interest in children and regular attendance.

Training Procedures

Job descriptions for Educational Resource Centers staff, Section VI, can provide the basis for their training. Training should occur on both a group and individual basis. Staff should be observed on a weekly basis and objectives established for them on a weekly, monthly or quarterly basis for skills they need to gain. In addition, an inservice meeting might be held for the entire staff for two hours weekly to develop skills needed by a majority of staff members. Topics should include research, data collection techniques, task forces on development of new forms and procedures, prescriptive program presentations, and brainstorming on problems noticed by staff.

Training Evaluation

Staff are evaluated on their job description (quarterly), and on a weekly observation form, Section VI. Weekly observation forms measure classroom management procedures and maintenance of students' newly learned skills. The quarterly evaluation relates to student curriculum development; management and evaluation; instructional teaching skills and behavior management; communication with parents, school personnel and community; management and supervision of time, personnel, equipment and facilities; and personal and professional growth objectives.

SELECTION OF STUDENTS

Eligibility

Students eligible for Educational Resource Centers service should include: learning disabled, emotionally handicapped, mentally retarded, and physically handicapped. In Oregon, eligibility criteria for special service for these students is determined by the state.

Priorities in Enrollment

Students should be on a first-come first-served basis with the following priorities:

1. most severely handicapped
2. youngest students

Others could be accepted as space permits. ERC enrollment with a fulltime teacher and teacher assistant should be limited to approximately 20 students a day. This number could vary depending on the length of time students should spend in the ERC.

Referral

Students could be referred by the teacher, principal, parent, or by supportive services such as Headstart or Mental Health Division. The referral form should be filled out by the referring party and sent to the ERC. (A more detailed discussion of the referral procedure, the referral form, and guidelines for its use are found in Section V).

PROGRAMS FOR MILDLY HANDICAPPED
Jackson County IED
Medford, OR 97501

A GUIDELINE OF
ENTRY CRITERIA FOR EDUCATIONAL RESOURCE CENTERS

Grade Levels	Area of Referral	Appropriate	Not Appropriate	Determined By
K-1	Academics Reading Math Language	6 months or more delay	At or near grade level - no special help required	Administration of at least 2 preschool assessments, WRAT, Gilmore, or other if appropriate
2 & 3	Academics Reading Math Language	1 or more years below grade level	At or near grade level - no special help required	WRAT, Gilmore and at least 1 criterion referenced instrument in area of referred deficiency
4, 5 & 6	Academics Reading Math Language	2 or more years below grade level	At or near grade level - no special help required	WRAT, Gilmore and at least 1 criterion referenced instrument in area of referred deficiency
7-12	Academics Reading Math Language	3 or more years below grade level documented history of failure, ie non-passing grades	At or near grade level - no special help needed	WRAT, Gilmore, and at least 1 criterion referenced instrument in area of referred deficiency
	Social Studies Science English	3 or more grade levels behind in specific competency requirements - documented history of failure	At or near grade level in specific competency - no special help needed	WRAT, Gilmore, specific competency deficiencies
	Social/Pre Vocational Self-Help	3 or more years below grade level, documented history of failure		
Secondary and Elementary	Behavior problems/ survival skills	If a student exhibits specified behavior(s) at least 20% or more of the time than a classroom peer exhibits the same behaviors, the student will be considered appropriate for ERC intervention.	Ability to perform acceptably in the regular classroom 80% or above as measured by Behavior Observation Form	Administration of Behavior Observation Form

START-UP PROCEDURES FOR ERC TEACHERS

Teacher Checklist

This is a checklist of tasks to be completed by the Educational Resource Center teacher at the beginning of the school year. Some need to be completed before school begins and others when the students arrive.

Before the students arrive:

___ 1. Introduce yourself to any new school staff. Briefly explain the ERC and your role. This is an important thing to do every fall.

___ 2. Arrange with the principal to make a presentation at a faculty meeting. Remind the staff of the ERC services and the referral process. If your center serves children from other schools, contact the principals of those schools. Ask to make a presentation during their preservice week.

___ 3. Decide on a method of recording teacher and parent contacts and begin to record them.

___ 4. Follow up any new referrals by scheduling staffings according to the staffing procedures in Section V.

___ 5. Review the previous spring's I.E.P.'s for recommendations regarding this year's program for each returning child.

___ 6. Check the previous spring quarter's Objectives Records Form to see which programs will be continued and what appropriate new diagnostic and/or pretesting needs to be done.

___ 7. Check with the speech therapist, Title I reading teacher, or other specialists to coordinate any other services the child may receive.

___ 8. Contact each child's homeroom teacher. (Obtain a list of homeroom assignments from the principal if you do not already have one.)

___ a. Together with the teacher, fill out the Cooperative Objectives Form. Secondary teachers may negotiate Cooperative Objectives with several different classroom teachers.

___ b. Obtain from the teacher a time schedule of his/her class activities and specify what time the child will be moving between the ERC and the homeroom.

___ 9. Make a schedule board or chart displaying the times children will be coming and going from the ERC.

___ 10. Organize the room and materials appropriately for individual activities, small group lessons, and independent seatwork.

___ 11. Put up a calendar.

___ 12. Check out any audio-visual equipment you will need from the school or IED instructional materials center.

___ 13. Make sure you have enough forms: Daily Data Sheets, Objectives Records Forms, etc. Have your aide or the project secretary make any additional copies you need.

___ 14. Make sure you have enough testing materials. Order any additional forms you may need.

___ 15. Put together the students' work folders, stapling a Daily Data Sheet and Program Alteration Form to the cover.

___ 16. Prepare a place to put the students' folders and materials where they will be easily accessible. Folder shelves can be made from wood, cardboard, or big round ice cream cartons fastened together.

___ 17. Prepare seatwork activities and interest centers to occupy the children during the first week of class while you are testing.

___ 18. Make a rules list to be posted in the room. Plan activities to teach the rules to the children. The list should be short and very simply stated.

___ 19. Discuss with your aide or assistant procedures for correcting work and recording data.

___ 20. Schedule on your calendar times to observe your assistant and/or volunteers in instructional activities.

When the students arrive:

___ 21. Give the necessary diagnostic tests to both returning and new students according to the procedures in Section V.

___ 22. Identify objectives for each student according to the procedures in Section V.

___ 23. Based on your testing and individual objectives, schedule instruction times in ability groupings and one-to-one teaching. Mark these times on your schedule chart.

___ 24. Pretest the children according to the procedures outlined in Section V.

___ 25. Ask the principal about school policies regarding volunteers. Then contact the local college, high school, or parent group to recruit volunteers if you need them.

Scheduling

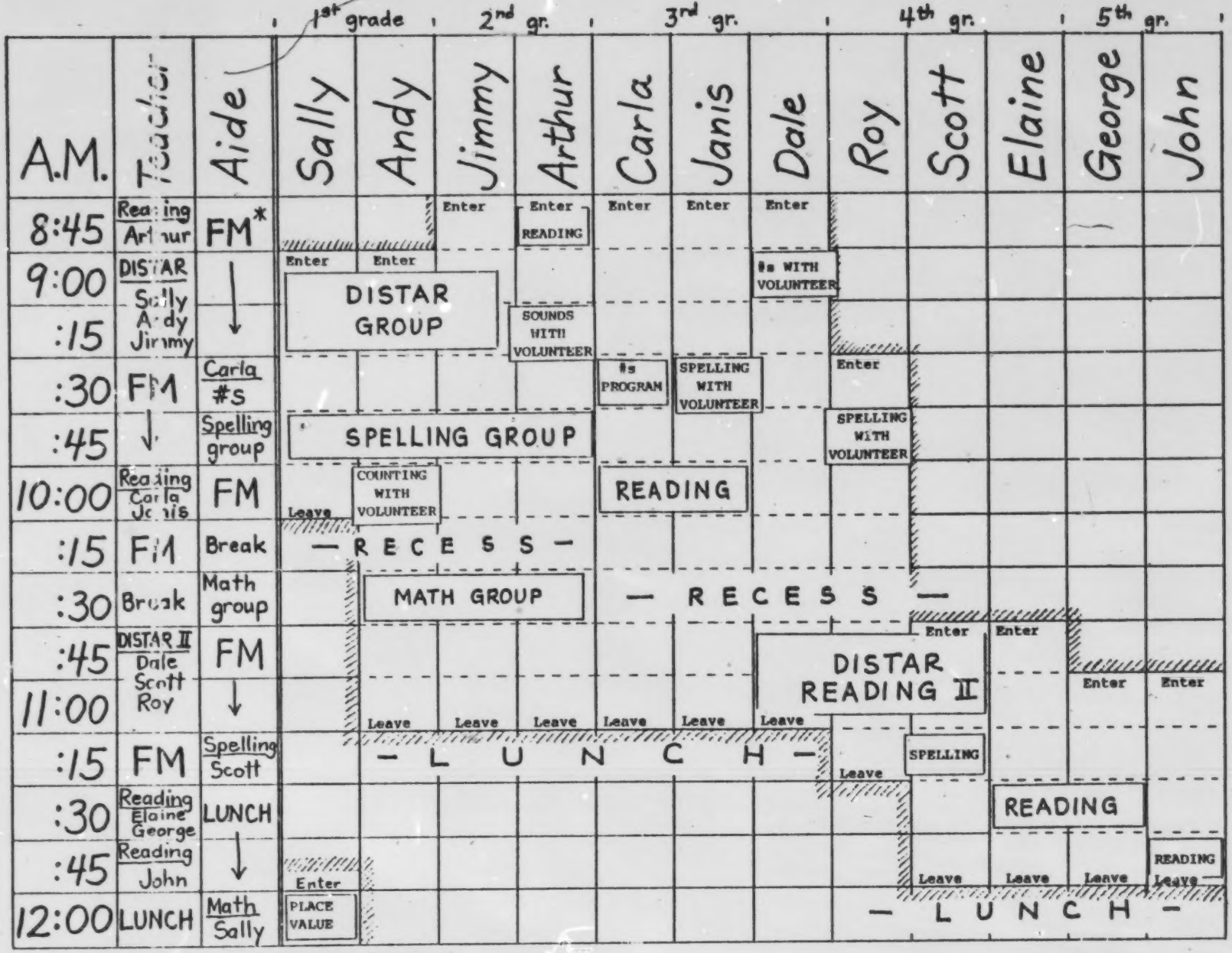
There are various ways to plan the time schedule in an elementary ERC. The schedule decided upon should 1) be compatible with the class schedules in the school and 2) allow the student to participate to a maximum degree in the regular school program. Remedial instruction should not be scheduled at the same time a student can participate with his/her class in P.E., social studies, music, etc.

Schedules are easiest to plan in schools which schedule subjects in blocks of time across grade levels. An example of a time block schedule might be:

SCHOOL	ERC
8:40 - 11:00 Primary - language arts block Intermediate - social studies, music, P.E.	8:40 Individual instruction reading/language arts 9:00 Primary reading group 9:30 Primary reading group 10:00 Individual instruction 10:15 Recess/break 10:30 Spelling/L.A. group(s) 10:50 Individual instruction
11:00 - 12:20 Primary - lunch recess/story Intermediate - language arts block	11:00 Intermediate reading group 11:30 Individual instruction 11:50 Reading group Aide goes to Lunch
12:20 - 1:15 Primary - Math Intermediate - lunch recess/study period	12:20 Teacher goes to lunch Aide returns 12:40 Individual instruction 1:00 Math group
1:15 - 2:30 Primary - social studies music/P.E./art Intermediate - Math	1:15 Intermediate math group 1:35 Individual instruction 2:00 Math group
2:30 Primary - home Intermediate - art science/health	2:30 ERC closes Planning/data decisions

A variation of this schedule might be a situation in which the schedule changes from day to day based on variable music and P.E. schedules. In such case, a different schedule would have to be made for each day of the week.

The most difficult schedule to arrange is one in which different grade levels, and different classes within a grade level, have different schedules. In this situation a large schedule board should be made by the ERC teacher. The board should be large enough to be read from a distance to remind the teacher when individual children are to come and go from the Center. An example of a schedule board is on the following page.



* FM = Floor Management

At the secondary level scheduling needs to be a cooperative effort between the regular classroom teacher and the ERC teacher. The secondary programs are usually divided by periods (blocks) which are fifty minutes in length. Students are normally referred to the ERC for at least one period. This period is then divided into appropriate programs for which the student has been referred.

An example of a schedule for a junior/senior high student might look like this:

	Periods	Subject	Teacher
1st	8:20 - 9:10	Social Studies	Miller
2nd	9:15 - 10:05	P.E.	Boones
3rd	10:10 - 11:00	Science	Jones
4th	11:05 - 11:55	ERC - Reading	Smith
5th	12:00 - 12:30	English	Andrews
6th	12:35 - 1:25	Shop	Brown
	12:55 - 1:25	Lunch	
7th	1:30 - 2:20	ERC - Math	Grange
8th	2:25 - 3:20	Art	Fink

The ERC schedule needs to be flexible to allow the student to enter the Resource Center during the time the specific teacher has referred the student.

If the student is working toward graduation competencies it is essential that the ERC teacher and the regular classroom teacher negotiate cooperative objectives directed toward competency mastery.

Student Work Folders

There are a variety of ways to organize students' assigned work and daily data. Here are a few suggestions:

1. The students' work folders can be made from file folders or PeeChee folders. The Daily Data Sheet can be stapled over the Program Alteration Form on the front of the folder and the child's name printed on the lower left corner. The student's seat work goes inside the folder.

2. Student's work may also be placed in pocket folders with 3-hole fasteners in the center. On the front pocket write "I do" and on the back pocket write "I did." The child takes work from the "I do" side and places it in the "I did" side after it has been finished and corrected. Daily Data Sheets, Program Alteration forms, and graphs can be fastened in the center.

3. Some teachers prefer to keep data on clipboards. A clipboard may have a) a cover sheet with the student's name and daily schedule, b) the student's daily data and c) the student's quarterly objectives.

4. Three-ring binders have also been used by some teachers. In the binder are the student's objectives, daily data, prescriptive programs and percentage graphs or logarithmic charts.

First-Week Activities - Elementary

Independent activities for the first week should include a variety of things to do. These activities could teach rules and classroom procedures. They could be simple readiness activities and learning games, both seatwork activities that involve movement. Here are just a few ideas for an Educational Resource Center:

1. Make ditto worksheets to introduce the teacher and teacher assistant. On the bottom of the worksheet, make dotted guidelines for

the child to trace the teacher's name in neat manuscript. Simple instructions should say:

Say my name.
Write my name.
Draw a picture of me.

2. If your school has a Language Master machine, print each rule on a Language Master card. As a child runs each card through the machine, he/she draws a line on a corresponding worksheet from the rule to a picture which shows the child performing each rule. Make a short cassette tape explaining each rule.

3. Tape a children's story on a cassette which children can listen to with headsets.

4. Have the children help in decorating bulletin boards, cutting out letters or pictures from magazines.

5. On a ditto with large blank boxes, have the children draw a comic strip telling about a summer adventure.

6. Make a word search puzzle with the names of all the children and teachers.

7. Introduce items of equipment, resource materials, games, etc., by labeling them and sending the children on a treasure hunt. Have the children check each item on their list as they find it.

8. Train one or two older returning students to teach the younger ones how to use equipment and machines, how to chart, or fill in a graph.

First-Week Activities - Secondary

1. Each student should be given an interest inventory to determine his/her interests. These inventories can be used to determine possible reinforcers in behavioral programs.

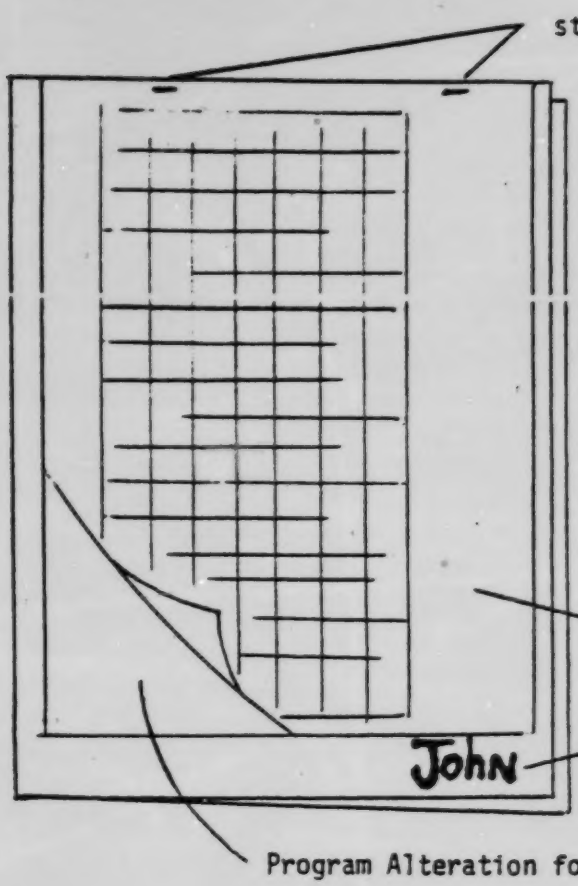
2. Develop review packets in basic skills, after pretesting has been completed.

3. Orient new students to the school. Develop maps, give tours, etc.

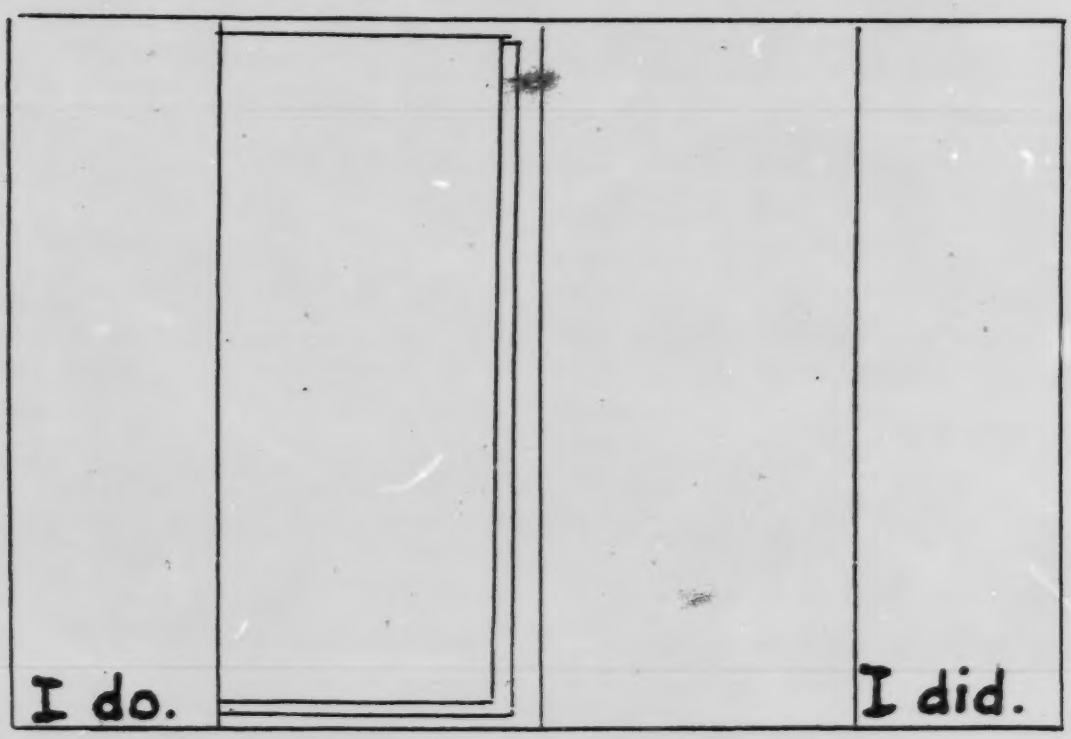
4. Explain rules and regulations of the school. Go over student handbook and all school policies.

5. Plan activities for socialization; games, projects, etc. Encourage group participation.

Some programs choose not to take students in the ERC for the first week of school. This allows the teacher time to do testing, schedule IEP staffings, and make classroom observations. This also provides time for the special student to establish his/her identity with his/her regular class.



STUDENT'S WORK FOLDER



Today's assigned work

Work completed

REFERRAL PROCESS

GUIDELINES FOR PROCESSING REFERRALS

Receiving a Referral

A referral form should accompany each referral. All information on the referral form should be completed by the referring party. The minimum information which may be accepted includes:

- Student's name
- Birthdate
- School attending
- Resident district
- Grade
- Teacher
- Parents
- Phone number
- Address
- Reason for referral
- Who is referring
- Referring party's phone number & position
- Date of referral
- Principal's signature

If any of the information just listed is missing, the teacher to whom the referral is made should contact the referring party to obtain the omitted information or return the referral form to the referring party for completion.

The section labeled "Parent Notified" will be completed by the office staff at the time the Prior Notice Statement and Consent for Diagnostic Testing and Observation Form are sent to parents/guardians.

Processing a Referral

Within two working days of receiving a referral, the teacher will complete the Prior Notice Form. All information on the Prior Notice Form must be completed by the teacher. The teacher will then send the completed Referral Form and Prior Notice Form to the IED, Talent office. Once received, office staff will complete the Parent Consent for Diagnostic Testing and Evaluation Form, attach Procedures for Due Process Hearing to the Prior Notice Form and send to the parents/guardians. This will be completed by office staff within two working days of receiving forms.

As forms may not be returned promptly by parents/guardians, teachers should keep track of referrals received and sent to the office by date. In the event that Prior Notice and Consent Forms are not returned to the teacher

within a reasonable amount of time, the teacher may begin making inquiry and contacting parents. A suggested form for tracking referrals is shown after this guideline.

Within one working day of receiving signed Prior Notice and Consent Forms, the teacher will contact the referred student's teacher and begin diagnostic testing and observation. Normally, testing and observation will require at least five working days. Teachers may take up to 15 working days for entire testing and diagnosis process. This could include preliminary vocational and pre-vocational assessment and meetings with other specialists who may also be testing the referred student. (Remember all testing must have prior approval of parents/guardians.) While results and opinions of professionals may be shared during this time no placement decisions are made until the actual staffing with the student's parents/guardians.

Testing and diagnosis should be completed as soon as possible, of course, and if less than 15 or even five days is needed, the teacher should act accordingly and the parent/guardian should be notified as soon as possible of the staffing date. The staffing and development of the IEP must be held within 30 days after testing and observation is begun.

REFERRAL FORM

GUIDELINES

These are guidelines for using the referral form. Following are copies of the referral form, parent notification and consent forms, staffing memo and report forms, and sample of a completed staffing report.

When the referral form is given to the party referring the child for special service, these three things need to be explained:

1. The "Minimum Skills Needed . . ." section refers to the specific skills the child needs in order to be reintegrated into the regular program. Many classroom teachers are not used to talking in terms of objectives and need help in specifying problem area(s).

2. The referring party is responsible for notifying the parents of the problem and the referral prior to submitting the referral form to the ERC.

3. The principal must sign the referral form.

When the referral form is completed and returned to the ERC staff, the referral process continues as specified in the "Referral Process" section. The ERC teacher, or other staff member who receives the completed referral form, fills out the bottom section. "Date Received" should be filled out immediately and a staffing date set as soon as possible within two weeks of receiving the referral. The other staffing information is filled out after the staffing conference. If a detailed staffing report is written, it can be attached, and "staffing report attached" written on the referral form.

JACKSON COUNTY IED
101 North Grape
Medford, Oregon 97501

SPECIAL EDUCATION DEPARTMENT

REFERRAL TO: ___ Evaluation Center ___ Speech ___ Educational Resource Center

___ Regional Program for Visually Impaired ___ Portage, Early Education

___ School for Multi-Handicapped ___ Regional Program for the Deaf

INSTRUCTIONS: Please complete appropriate spaces. You are responsible for contacting the student's parents and informing them of the referral as they will be invited to any staffings. Thank you!

NAME _____ B/D _____ AGE _____

SCHOOL ATTENDING _____ RESIDENT DISTRICT _____

GRADE _____ TEACHER _____ PARENTS _____

PHONE NUMBER _____ ADDRESS _____

REASON FOR REFERRAL:

_____

_____

_____

READING GRADE LEVEL _____ MATH GRADE LEVEL _____

MINIMUM SKILLS NEEDED FOR TERMINATION OF SPECIAL PROGRAM:

_____

_____

SUGGESTED STAFFING DATE & TIME _____ REFERRED BY _____

ADDRESS _____ PHONE _____

POSITION _____ DATE _____

PARENT NOTIFIED _____ _____
(written prior notice given) Date Principal's signature

NOTATIONS: _____

_____

_____

_____

JACKSON COUNTY IED
101 North Grape
Medford, Oregon 97501

SPECIAL EDUCATION DEPARTMENT

EXAMPLE

REFERRAL TO: ___ Evaluation Center ___ Speech _X_ Educational Resource Center

___ Regional Program for Visually Impaired ___ Portage, Early Education

___ School for Multi-Handicapped ___ Regional Program for the Deaf

INSTRUCTIONS: Please complete appropriate spaces. You are responsible for contacting the student's parents and informing them of the referral as they will be invited to any staffings. Thank you!

NAME Joe Brown B/D 11/22/68 AGE 9

SCHOOL ATTENDING Oak Glenn Elementary School RESIDENT DISTRICT #1

GRADE 4 TEACHER Glenn Smith PARENTS Mr. and Mrs. Otis Brown

PHONE NUMBER 668-4295 ADDRESS 1127 Robb Road, Oak Glenn, Oregon 97567

REASON FOR REFERRAL:

Joe is about 3 grade levels behind in reading and math; also he is unable to attend to tasks longer than 5 minutes.

READING GRADE LEVEL 1 MATH GRADE LEVEL 1

MINIMUM SKILLS NEEDED FOR TERMINATION OF SPECIAL PROGRAM:

When Joe is able to read and perform math tasks at grade level.

SUGGESTED STAFFING DATE & TIME within 2 weeks REFERRED BY Glenn Smith

ADDRESS Oak Glenn Elem. School, Oak Glenn, OR PHONE 668-3939

POSITION 4th grade teacher DATE 1/10/77

PARENT NOTIFIED (written prior notice given) _____ Date

Harvey Smith
Principal's signature

NOTATIONS:

Jackson County Intermediate Education District

101 North Grape Street - Medford, Oregon 97501
Telephone: 776-8575

Shelby L. Price
District Superintendent
Executive Secretary to the Board

to us for the purpose of reviewing current educational programs to assure that the most appropriate services are being provided.

The intent of this letter is to request your participation in this process and to inform you of certain legal rights, which are:

1) Your written consent is required for all educational testing and for any change in your child's current educational service program.

2) If different services are proposed, your child will remain in his/her present program until those services are approved.

3) If the proposed change in educational services is not agreeable, a hearing may be obtained.

4) You have the right to see your child's records, as well as obtain copies of them at a reasonable cost.

Your signature at the bottom of this page signifies that you have read and understand these rights. Please return one copy of this letter in the enclosed self-addressed envelope.

Sincerely,

I have read the above and understand my rights under ORS 343.055 and ORS 183.415(2).

PRIOR NOTICE LETTER
Oregon Law 343.055 and
183.415(2)
EVALUATION CONSENT FORM

54

_____
Parent/Guardian Signature

_____
Date

PARENTAL CONSENT FOR TESTING/OBSERVATION

To more effectively plan education for your child, we are requesting your consent for the following evaluations/observations.

Student's full name _____ Birthdate _____

Testing/Observations:

_____ _____
Date (if known)

_____ _____
Date (if known)

_____ _____
Date (if known)

_____ _____
Date (if known)

After completion of this testing/observation, you will be contacted to discuss the results of this testing and your child's educational service program.

_____
Parent/Guardian Signature

_____
Date

The Jackson County Intermediate Education District is an Equal Opportunity Employer and in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, handicap, or marital status in employment practices or educational programs.

Jackson County Intermediate Education District

101 North Grape Street - Medford, Oregon 97501
Telephone: 776-8575

Shelby L. Price
District Superintendent
Executive Secretary to the Board

June 14, 1976

Mr. William A. Brown
16 Pearl Street
Central Point, Oregon 97502

Dear Mr. Brown:

School District #6 has referred your child, Joyce E. Brown, to us for the purpose of reviewing current educational programs to assure that the most appropriate services are being provided.

The intent of this letter is to request your participation in this process and to inform you of certain legal rights, which are:

1) Your written consent is required for all educational testing and for any change in your child's current educational service program.

2) If different services are proposed, your child will remain in his/her present program until those services are approved.

3) If the proposed change in educational services is not agreeable, a hearing may be obtained.

4) You have the right to see your child's records, as well as obtain copies of them at a reasonable cost.

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Sincerely,

I have read the above and understand my rights under ORS 343.055 and ORS 183.415(2).

PRIOR NOTICE LETTER
Oregon Law 343.055 and
183.415(2)
EVALUATION CONSENT FORM

_____
Parent/Guardian Signature

_____
Date

PARENTAL CONSENT FOR TESTING/OBSERVATION

To more effectively plan education for your child, we are requesting your consent for the following evaluations/observations:

Student's full name Joyce L. Brown Birthdate 7-9-69

Testing/Observations:

W.R.A.T.	Date (if known)
Gilmore/Oral	Date (if known)
Key Math	Date (if known)
Woodcock Reading	Date (if known)

After completion of this testing/observation, you will be contacted to discuss the results of this testing and your child's educational service program.

Parent/Guardian Signature

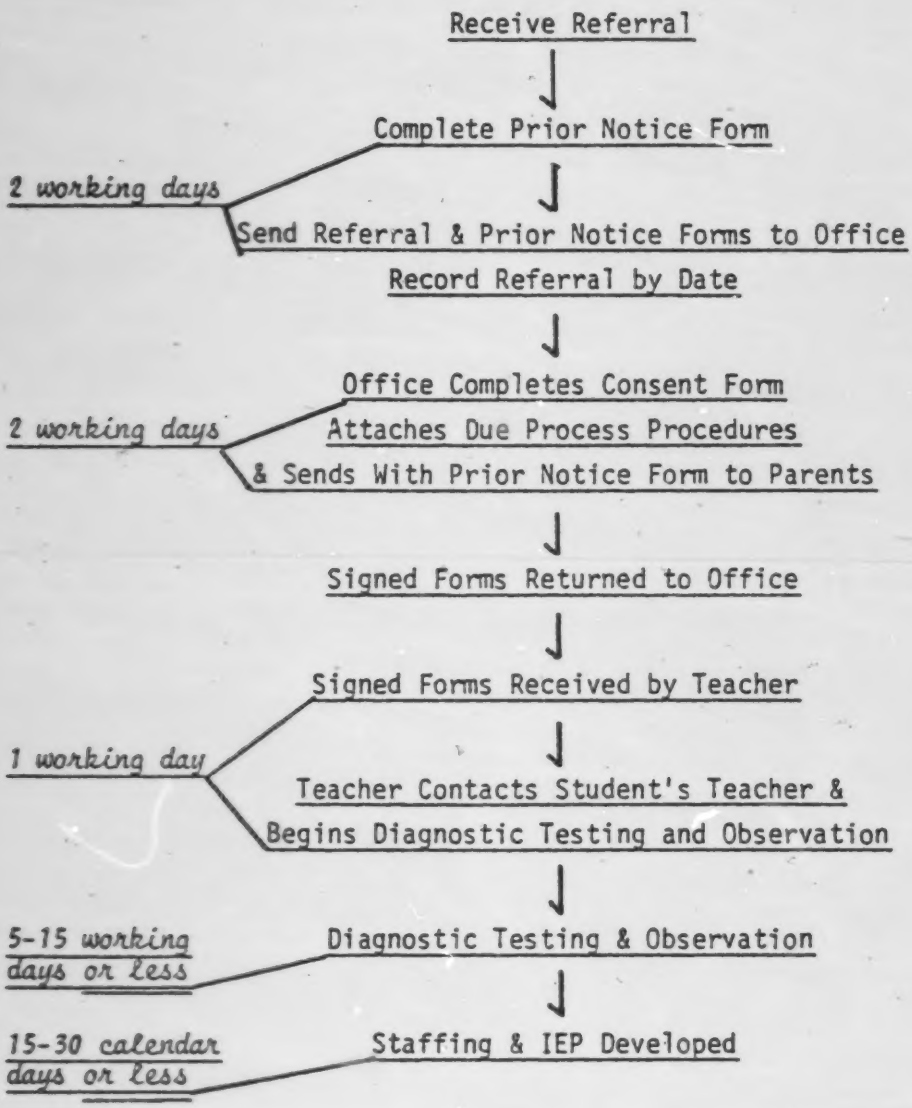
Date

The Jackson County Intermediate Education District is an Equal Opportunity Employer and in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, handicap, or marital status in employment practices or educational programs.

57

Educational Resource Centers
Jackson County IED
Medford, OR 97501

GUIDELINES FOR PROCESSING REFERRALS TIMELINE


Receive Referral
Complete Prior Notice Form
2 working days
Send Referral & Prior Notice Forms to Office
Record Referral by Date
Office Completes Consent Form
2 working days
Attaches Due Process Procedures
& Sends With Prior Notice Form to Parents
Signed Forms Returned to Office
Signed Forms Received by Teacher
1 working day
Teacher Contacts Student's Teacher &
Begins Diagnostic Testing and Observation
5-15 working days or less
Diagnostic Testing & Observation
15-30 calendar days or less
Staffing & IEP Developed

Educational Resource Centers
Jackson County IED
Medford, OR 97501

REFERRALS RECEIVED

Student	Date Referral Received	Date Forms Sent to Office	Date Returned

EDUCATIONAL RESOURCE CENTERS
Jackson County IED
Medford, OR 97501

INDIVIDUALIZED EDUCATION PLAN

INSTRUCTIONS:

1. The purpose of this form is to provide staff with an outline of material to be covered during development of the individualized education program. Completion of the Individualized Education Plan must occur within 30 days of the child's acceptance into a special services program.

2. Participants in the conference developing the I.E.P. must include an administrator or special educator (who is not the child's teacher), the child's teacher/teachers, one or both parents, and where appropriate, the child.

3. The agency shall take steps to assure that the parents of the referred child are present during I.E.P. planning. If the parent cannot attend, other alternatives such as telephone calls must be attempted. The conference may be conducted without the parent being in attendance only if:
   a. The parent furnishes a written waiver of his/her right to participate, in accordance with due process procedures, or
   b. There is sufficient documentation of attempts to arrange a mutually agreed upon time and place,such as records and results of telephone calls, or visits made to the parent's home, or copies of correspondence sent and received.

4. Please write carefully and legibly so that the information contained in this form can be placed in the child's permanent folder and copies sent to all those participating.

PROGRAMS FOR MILDLY HANDICAPPED
Jackson County IED
101 North Grape Street
Medford, Oregon 97501

School _____

CONFIDENTIAL

INDIVIDUALIZED EDUCATION PLAN

Procedure & Content for Initiating, Changing or Terminating Special Education Services

STUDENT _____ Conference Date _____

ADDRESS _____ Referring Agency _____

_____ Recorder _____

Birthdate _____

Planning Conference Goal _____

_____

_____

Attending:	Name	Position
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

I. Parent Rights: (Explain; parent has received copy)

According to Oregon Administrative Rule 22-165

1. A change in your child's educational program requires your written consent.
2. You have access to your child's school records. You may inspect them and copy them at a reasonable cost.
3. If you object to the proposed change, you may obtain a Due Process Hearing. (See attached "Procedures for Due Process Hearing")
4. Your child will remain in his/her present educational program until agreement is reached on the proposed change or until a decision is made following a Due Process Hearing.

INDIVIDUALIZED EDUCATION PLAN

Student's Name _____

II. PRESENTATION

A. Reason for Referral:

B. History: (include school, family, health)

C. Current Performance:

1. Academics:

2. Language Development:

Student's Name _____ Conference Date _____

C. Current Performance: (continued)

3. Motor Development:

4. Behavior:

5. Other:

INDIVIDUALIZED EDUCATION PLAN

Student's Name _____ Conference Date _____

III. RECOMMENDATIONS:

1. Type of placement: _____
(self-contained, resource, regular)

Location: _____

2. Type of physical education program:

_____ regular

_____ special; if special, state justification for need

_____

_____

3. Related special services/media/materials:

Description	Provided by	Frequency

IV. STUDENT'S PARTICIPATION IN REGULAR/SPECIAL EDUCATIONAL PROGRAMS
(See following page)

V. PROJECTED INITIATION DATE: _____

VI. PROJECTED DURATION OF SERVICE: _____

IV. STUDENT'S PARTICIPATION IN REGULAR/SPECIAL EDUCATIONAL PROGRAMS

ELEMENTARY COOPERATIVE OBJECTIVES

Instructions:

1. Complete IEP with teacher(s) who are involved with the student.
2. Make an X in the appropriate column indicating which teacher carries program responsibility.
3. Review each quarter with involved teacher(s) and update.

Student _____ Grade _____

Teacher(s) _____ Date _____

	Classroom	E.R.C.	Other Services
I. LANGUAGE SKILLS			
Reading			
Spelling			
Writing			
II. MATH			
III. SOCIAL STUDIES			
IV. SCIENCE			
V. P.E.			
Health			
VI. MUSIC			
Art			
VII. SOCIAL SKILLS			
VIII. OTHER			
IX. TIME IN ERC:	65		
TIME IN CLASSROOM:			

IV. STUDENT'S PARTICIPATION IN REGULAR/SPECIAL EDUCATIONAL PROGRAMS

SECONDARY COOPERATIVE OBJECTIVES

Instructions:

1. Complete with teacher(s) who are involved as a schedule of services provided to the student.
2. Put the teacher's name in appropriate column indicating who carries program responsibilities.
3. State whether graduation competency, social, and/or vocational objectives are to be achieved in explanation column.
4. Review each quarter with involved teacher(s) and update where responsibilities are shared.

Student _____ Grade: Fr. So. Jr. Sr.

Class _____ Date _____

PERIOD	TIME	SUBJECT	ERC	REG. CLASS	EXPLANATION

TIME IN ERC: _____

TIME IN CLASSROOM: _____

VII. ANNUAL GOALS & SHORT-TERM OBJECTIVES DESIGNED TO MEET ANNUAL GOALS:

VIII. PROJECTED I.E.P. REVIEW DATE:

67

INDIVIDUALIZED EDUCATION PLAN

Student's Name _____ Conference Date _____

VIII. REVIEW PROCEDURES

The following evaluation procedures will be utilized to determine accomplishment of goals and objectives:

Evaluation	Date	Results

PARENT STATEMENT:

I have participated in the development of this Individualized Education Plan for my child. I understand my rights for educational service for my child. I approve of the placement, Individualized Education Plan and goals. Furthermore, I understand that the IEP does not guarantee attainment of all goals and objectives within the specified time frame.

_____
Parent/Guardian Signature

_____
Date

IX. SPECIAL EDUCATION SUPERVISOR APPROVAL:

_____ _____
Name Date

_____
Position

EDUCATIONAL RESOURCE CENTERS
Jackson County IED
Medford, Oregon 97501

GUIDELINES FOR COMPLETING THE IEP

Read through the instructions at the beginning of Section II. Complete all items on the first page of the form. Much of the information may be completed before the IEP conference.

Item I - Parent Rights

Parents should have already received a prior notice form with this information. The teacher should read the four statements and answer questions parents may have.

Item II - Presentation

A. Reason for referral

Be as specific as possible. May be copied from the original referral form if information is complete, before the conference.

B. History

The teacher may already be aware of information to be included here, but will probably need to ask parents during the conference. The teacher might ask the parent, "What problems has (student) had at school? At home? With health?"

C. Current Performance

a. academics
b. language development
c. motor development
d. behavior
e. other

For all these items, be as specific as possible. List all tests used and test scores and objective data gathered. Achievement levels should be discussed thoroughly with parents.

Item III - Recommendations

Complete all information in 1, 2 & 3. For number 3, "Related special services/media/materials" include only those services which would not normally be a part of the student's school program. For example, speech therapy, Children's Services Division or Crippled Children's Division involvement, provision of a communication board, attendant or interpreter.

Item IV - Student's Participation in Regular/Special Educational Program

This is the elementary or secondary cooperative objectives sheet. It should be filled out according to instructions on the sheet.

Items V & VI - Projected Initiation Date & Projected Duration of Service

Provide the information.

Item VII - Annual Goals & Short-Term Objectives Designed to Meet Annual Goals

List an annual goal for each major area to be covered in instruction. Underneath each annual goal, list short-term objectives designed to meet the annual goal. Usually, only two to four short-term objectives for each annual goal are required. These do not have to be as detailed, precise or numerous as the quarterly objectives. (See examples in the sample IEP.)

Item VIII - Projected IEP Review Date

Complete this information. On the review date, planning for the student for next year may be accomplished.

Item IX - Review Procedure

Evaluation procedures and schedules for determining whether objectives are being achieved, must be included in the IEP.

List evaluation measures to be used. They should be the same as those used to determine student's current performance. Record the date these are to be administered (usually just before the review date) and the results, when obtained.

Item X - Special Education Supervisor

The supervisor's signature will be recorded here, not the school principal's signature.

Be sure to have the parent sign and date the Parent Statement.

** Teachers may complete appropriate sections of the IEP form, prior to the conference. Annual goals and objectives may be written on a separate piece of paper, discussed with parents and changed or modified if parents wish, before recording on the IEP.

** Teachers should complete a separate form for the handicapping condition and attach to the IEP when sent to the office.

PROGRAMS FOR MILDLY HANDICAPPED
Jackson County IED
101 North Grape Street
Medford, Oregon 97501

School *Summer Crest Jr. High*

CONFIDENTIAL

INDIVIDUALIZED EDUCATION PLAN

Procedure & Content for Initiating, Changing or Terminating Special Education Services

STUDENT *John Doe*

ADDRESS *755 S. Church*

Anytown, U.S.A. (Zip)

Birthdate *7/9/59*

Conference Date *November 1, 1977*

Referring Agency *South Stage Jr. High* (Person or agency who referred student)

Recorder *You (or person writing IEP)* (Monte Owens)

Planning Conference Goal *To develop an individualized program for John to meet his academic and social needs.*

Attending: Name	Position
Mrs. Laura Doe	*Mother*
Mr. James Doe	*Father*
Mrs. Margaret Stevens	*Teacher at South Stage Jr. High*
Mrs. Mary James	*ERC supervisor*
Miss Nancy Lowan	*Aide in ERC*
Mrs. Ruth Rins	*Regular class teacher*

I. Parent Rights: (Explain; parent has received copy)

According to Oregon Administrative Rule 22-165

1. A change in your child's educational program requires your written consent.
2. You have access to your child's school records. You may inspect them and copy them at a reasonable cost.
3. If you object to the proposed change, you may obtain a Due Process Hearing. (See attached "Procedures for Due Process Hearing")
4. Your child will remain in his/her present educational program until agreement is reached on the proposed change or until a decision is made following a Due Process Hearing.

INDIVIDUALIZED EDUCATION PLAN

Student's Name *John Doe*

II. PRESENTATION

A. Reason for Referral:

John was referred by Mrs. Stevens because of poor study skills and low academic performance. John was unable to keep up with his peers in class work because of his low basic skills level.

B. History: (include school, family, health)

John lost his grandmother one year ago and has had a problem adjusting to this reality.

John is not currently on medication, however he was on medication to control his behavior last year. John's doctor felt he was ready to be phased off the drug.

C. Current Performance:

1. Academics:

John reads at 3.3 reading grade level according to the W.R.A.T.. On the Gilmore-Oral, John reads 3.2 in accuracy, 2.8 in comprehension.

John's math scores showed his current level at 2.8 - grade level according to Key Math.

2. Language Development:

John has had speech difficulties from his early educational experiences. He currently is slurring certain combinations of sounds; i.e. (sl, pl, cl). Speech clinician has screened John and will work on this specific problem area.

72

C. Current Performance: (continued)

3. Motor Development:

No significant problems were reported in this area.

Fine motor control should be monitored through handwriting practices.

4. Behavior:

John has had problems within the regular class. His attention span is short and he becomes active quickly. He needs contingencies placed on his behavior; then he is able to function more acceptable to classroom structure.

During three separate 20 minute classroom observations, John was off-task 60% of the time.

5. Other:

John enjoys free reading time and will work hard to earn this privilege.

INDIVIDUALIZED EDUCATION PLAN

Student's Name *John Doe* Conference Date *November 1, 1977*

III. RECOMMENDATIONS:

1. Type of placement: *Resource Center*
(self-contained, resource, regular)

Location: *(School where Resource Center is housed)*

2. Type of physical education program:

X regular

_____ special; if special, state justification for need

_____

_____

3. Related special services/media/materials:

Description	Provided by	Frequency
Speech Therapy	*Jon Jones*	*2 days per week = 1 hour*

IV. STUDENT'S PARTICIPATION IN REGULAR/SPECIAL EDUCATIONAL PROGRAMS
(See following page)

V. PROJECTED INITIATION DATE: *November 2, 1977*

VI. PROJECTED DURATION OF SERVICE: *1 year*

IV. STUDENT'S PARTICIPATION IN REGULAR/SPECIAL EDUCATIONAL PROGRAMS

ELEMENTARY COOPERATIVE OBJECTIVES

Instructions:

1. Complete IEP with teacher(s) who are involved with the student.
2. Make an X in the appropriate column indicating which teacher carries program responsibility.
3. Review each quarter with involved teacher(s) and update.

Student *John Doe* Grade *5th*

Teacher(s) *Mrs. Rins, Mr. Owens* Date *November 2, 1978*

	Classroom	E.R.C.	Other Services
I. LANGUAGE SKILLS			
Reading - *10:45 - 11:45*		X	
Spelling	X		
Writing	X		
II. MATH - *1:00 - 1:50*		X	
III. SOCIAL STUDIES	X	*Review Vocab. in ERC*	
IV. SCIENCE	X		
V. P.E.	X		
Health	X		
VI. MUSIC	X		
Art	X		
VII. SOCIAL SKILLS - *following directions*	X	X	
VIII. OTHER - *Speech Therapy*			X *Speech - Mr. James*
IX. TIME IN ERC: *1 hr., 50 min.*			
TIME IN CLASSROOM: *4 hrs., 10 min.*			

IV. STUDENT'S PARTICIPATION IN REGULAR/SPECIAL EDUCATIONAL PROGRAMS

SECONDARY COOPERATIVE OBJECTIVES

Instructions:

1. Complete with teacher(s) who are involved as a schedule of services provided to the student.
2. Put the teacher's name in appropriate column indicating who carries program responsibilities.
3. State whether graduation competency, social, and/or vocational objectives are to be achieved in explanation column.
4. Review each quarter with involved teacher(s) and update where responsibilities are shared.

Student *John James* Grade: (Fr.) So. Jr. Sr.

Date *November 15, 1977*

PERIOD	TIME	SUBJECT	ERC	REG. CLASS	EXPLANATION
1	8:20 - 9:10	MATH	X		Basic Operations
2	9:15 - 10:05	LANGUAGE ARTS		Miller	
3	10:10 - 11:00	P.E.		Jones	Regular
4	11:05 - 11:55	READING	X		Monterey & Scholastic
5	12:00 - 12:45	SOCIAL STUDIES	X	Barnes	Negotiated responsibilities toward competencies.
	Lunch				
6	1:15 - 2:05	CHORUS		Smith	
7	2:10 - 3:00	SCIENCE		Williams	

TIME IN ERC: *100 minutes*

TIME IN CLASSROOM: *250 minutes*

78

VII. ANNUAL GOALS & SHORT-TERM OBJECTIVES DESIGNED TO MEET ANNUAL GOALS:

I. READING: *John reads at a 3.0 grade level by June, 1979.*

A. *John reads vowel combinations.*

B. *John reads irregular words.*

C. *John reads from Level 9 and 10 in Macmillan Series.*

II. MATH: *John masters addition and subtraction with regrouping and begins one-digit multiplication by June, 1979.*

A. *John writes answers to subtraction facts.*

B. *John adds with carrying.*

C. *John subtracts with borrowing.*

D. *John completes 1-digit multiplication packets.*

III. BEHAVIOR: *John decreases fighting and follows teacher directions by June, 1979.*

A. *John decreases occurrence of hitting and poking.*

B. *John participates in organized recess games.*

C. *John increases compliance to teacher directions.*

VIII. PROJECTED I.E.P. REVIEW DATE:

INDIVIDUALIZED EDUCATION PLAN

Student's Name *John Doe* Conference Date *November 1, 1977*

VIII. REVIEW PROCEDURES

The following evaluation procedures will be utilized to determine accomplishment of goals and objectives:

Evaluation	Date	Results
W.R.A.T. - Reading	*June, 1978*	
Gilmore-Oral		
accuracy		
comprehension	*June, 1978*	
Key Math	*June, 1978*	
Attending Program	*June, 1978*	

PARENT STATEMENT:

I have participated in the development of this Individualized Education Plan for my child. I understand my rights for educational service for my child. I approve of the placement, Individualized Education Plan and goals. Furthermore, I understand that the IEP does not guarantee attainment of all goals and objectives within the specified time frame.

Laura Doe
Parent/Guardian Signature

11/1/77
Date

IX. SPECIAL EDUCATION SUPERVISOR APPROVAL:

Mary Jones *11/4/77*
Name Date

Supervisor, ERC Programs
Position

Educational Resource Centers
Title IV, ESEA

STAFFING MEMO

Please come to a staffing for _____

DATE: _____ TIME: _____

PLACE: _____

RE: _____

_____

If you cannot attend the staffing, please notify me.

_____
(ERC Teacher)

_____
(Phone)

Jackson County Intermediate
Education District
101 North Grape
Medford, Oregon 97501

Educational Resource Centers

STAFFING MEMO

Please come to a staffing for May

DATE: May 20 TIME: 3:30 p.m.

PLACE: ERC (Room 6)

RE: May's progress this spring and her program for next year.

If you cannot attend the staffing, please notify me.

Steve Isaacson
(ERC Teacher)

482-4241
(Phone)

SERVICE

Diagnostic Testing

Diagnostic testing is an important part of the ERC's continuum of services. Before students can be provided with appropriate individualized programs, they must first be assessed to determine academic/behavioral deficiencies and strengths.

Each teacher in the ERC program is provided a testing packet which includes diagnostic instruments to be used in assessing pupil performance. The packet contains a list of all the tests included, with the purpose of each test listed. The teacher may select the appropriate tests to assess each individual student. The reason for the student's referral will provide the teacher with information regarding which tests to administer. If the reasons for referral are not stated precisely, or if there is reason to suspect additional deficiencies, the teacher should administer diagnostic tests assessing several performance areas. Teachers must administer at least two diagnostic tests to each student referred to the program.

Diagnostic testing has two basic uses. The first is to place a child in appropriate programs upon entering the ERC. The second is to help a teacher who refers a child for testing to determine the child's need for special services or to plan an appropriate program for the student in the classroom.

The diagnostic instrument should meet three requirements:

First, it should give specific information on what instruction the student needs. The instrument chosen should measure specific skills or lend itself to an item analysis of specific skills.

Second, it should give the most amount of information in the least amount of time. A busy resource teacher has little time to do extensive testing.

Third, it should be appropriate to the learning task. For example, circling letters is not directly related to what the child does when he reads orally. Therefore, having him say sounds or words would be a more appropriate measure than circling the sounds he hears or words he recognizes.

The following chart lists some of the tests and their purposes.

TEST	PURPOSE AND DESCRIPTION
Reading	
a. Silvaroli Classroom Reading Inventory	(1) Gives approximate reading grade levels when necessary. (2) Can provide informal item analysis of reading problems according to types of errors made. (3) Gives rough indication of comprehension skills (although most children tend to score high on the comprehension questions).
b. Roswell-Chall Diagnostic Reading Test	Gives quick analysis of specific phonic skills.
c. The Regional Resource Center Diagnostic Inventory, (University of Oregon)	Tests specific skills in one minute time tests. Good as pre/posttest for programs that incorporate time tests probes.
d. ERC Reading Inventory (See Appendix)	Same as above (combination of several criterion-referenced tests).
e. Woodcock Reading Mastery Test	Gives both approximate grade levels and item analysis in several reading skills. (extensive test)
f. Gilmore-Oral Reading Test	Gives grade level scores in accuracy and comprehension. Can also measure rate.
g. Wide Range Achievement Test	Measure word recognition only. Good for children functioning too low to score on other standardized tests.
h. Brigance Diagnostic Inventory of Basic Skills	Tests a variety of word recognition, comprehension and phonetic analysis skills. Easy to administer. Gives a good grade score.
Math	
a. Key Math Diagnostic Arithmetic Test	Gives both approximate grade levels and item analysis of specific skills. (extensive individually administered test)
b. Regional Resource Center Diagnostic Math Inventories.	Tests specific skills. (one-minute time tests)

TEST	PURPOSE AND DESCRIPTION
c. Issaquah Math Placement Tests	Determines placement in a skill sequence in addition, subtraction, multiplication, or division. (untimed tests)
d. Elementary Level Diagnostic Arithmetic Test. (Carnine & Silbert)	Measures specific skills and knowledge of specific concepts in math.
e. Electric Drill (Creative Publications Palo Alto, CA)	Tests skills in whole number operations, fractions, percents, and decimals. Especially good for secondary programs.
f. Brigance Inventory	Gives grade score. Tests time, money and measurement.
g. Wide Range Achievement Test	Gives grade score (standardized)
Language	
Basic Concept Inventory (Engelmann)	Lends itself to item analysis of specific language concepts.
Peabody Picture Vocabulary Test	Gives a mental age and I.Q. estimate based on receptive vocabulary.
Language Arts	
North Kitsap Spelling Inventory (Wathen)	Pinpoints spelling problems phonically and structurally. Also includes beginning irregular (sight) words.
Ayers Spelling Test	Gives approximate grade scores for both oral and written spelling.
Brigance Inventory	The Language Arts section tests punctuation, cursive, personal information and parts of speech. Measures spelling skill through dictation. Also tests spelling of sounds, sounds clusters, and affixes.
Behavior	
Walker Problem Behavior	Pinpoints specific classroom problems and gives a profile analysis in five areas of behavior.
Devereux Elementary School Behavior	Measures and profiles behaviors that interfere with achievement.

TEST	PURPOSE AND DESCRIPTION

Social/Prevocational

Camelot Behavior Checklist	Gives a profile of social behaviors and self-help skills, preschool through prevocational.
Social and Prevocational Information Battery	Similar to Camelot; for junior and senior high students.

MAKING YOUR OWN TESTS

A. *Pinpoint the skill to be learned in observable, measurable terms, i.e., a behavioral objective.*

B. *Make sure the skill to be learned is the same one to be tested (i.e., if the skill to be learned is saying sounds, the test must be saying sounds, not writing, pointing to, etc.)*

C. *Make sure the items on the test adequately sample the skill to be learned (i.e., if testing vowel combinations - make your probe sheet so that all are represented).*

D. *Decide how the student's score will be recorded: (1) percentage of items passed or failed accruacy; (2) rate of performance of the skill proficiency.*

Sample Diagnosis

Kindergarten/First-Grade Diagnosis

Early academic and preacademic skills are assessed through a combination of commercial and teacher-made tests. A K-1 test packet could include:

"Readiness" Skills

The Brigance Inventory includes tests in:

- Color recognition
- Visual perceptual Skills
- Motor skills
- Speech/language
- Counting and numbers
- Letter recognition

Reading

1. Letter sounds - either Distar Reading I Oral Mastery Test (if you use Distar), Test #1 ERC Reading Skills Inventory*, or Section I of the Roswell-Chall.

2. ERC Beginning Sight Words Test.*

Math

R.R.C. Math I & II Inventory

Gross Motor Skills

Primary Motor Skills Sequence (teacher checklist*) or Standardized Test

Fine Motor Skills

1. Colors within a basic shape*.

2. Cutting*

3. Manuscript writing (informal test)

Language

1. Basic Concept Inventory

2. Peabody Picture Vocabulary Test

Personal Information (name, address, etc.)

* Some teacher-made tests listed can be found with their respective prescriptive programs in the appendix. The publisher's addresses are listed for some commercial tests.

Sample Diagnosis - Secondary

Ninth Grade Diagnosis

Basic skills are assessed through a combination of commercial and teacher made tests. A secondary test packet could include.

Reading

Woodcock Reading Mastery Test
(Entire Test)

Math

Key Math Test
(Entire Test)

Spelling

Continuous Progress in Spelling.

Language

Brigance Inventory

Writing

Informal Handwriting Test
(Sample handwriting exercise)

Pre-Vocational

Social Pre-vocational Information Battery

The preceding evaluation instruments are listed in the Diagnostic Testing section of this guide. Pages

Quarterly Objectives

Procedures for writing objectives will vary depending on whether the child is a new referral or one continuing programming in the ERC. At the beginning of a school year or for a new referral, the ERC teacher should:

1. Determine from diagnostic testing the child's specific needs and those programs chosen to begin with him/her.

2. Decide if a prewritten or commercial program can be used or if you will have to write a new program to meet the particular need.

3. Specify what behavior will be measured in recording data and monitoring the program. The program can be monitored daily in either percentage or frequency scores: i.e., number per minute. Certain programs with daily lessons such as Distar Reading I, have periodic mastery tests. Daily or weekly probes for other reading programs may need to be devised. (Refer to section on Daily Monitoring, p. 144.)

4. Decide what week to give the posttest and write the target date as the last day of that week.

5. Determine the number of instructional days to run the program before posttest week, allowing for holidays, illness, assemblies, and review lessons.

6. If it is a program with daily lessons:

   a. Determine the number of days per week it is to be run.

   b. Multiply by 8 to estimate the number of instructional days in the quarter.

   c. Add the number of instructional days to the lesson number where the child will begin to find the last lesson taught before posttesting.

d. The terminal objective for the quarter will be based on the child's expected performance in the last lesson.

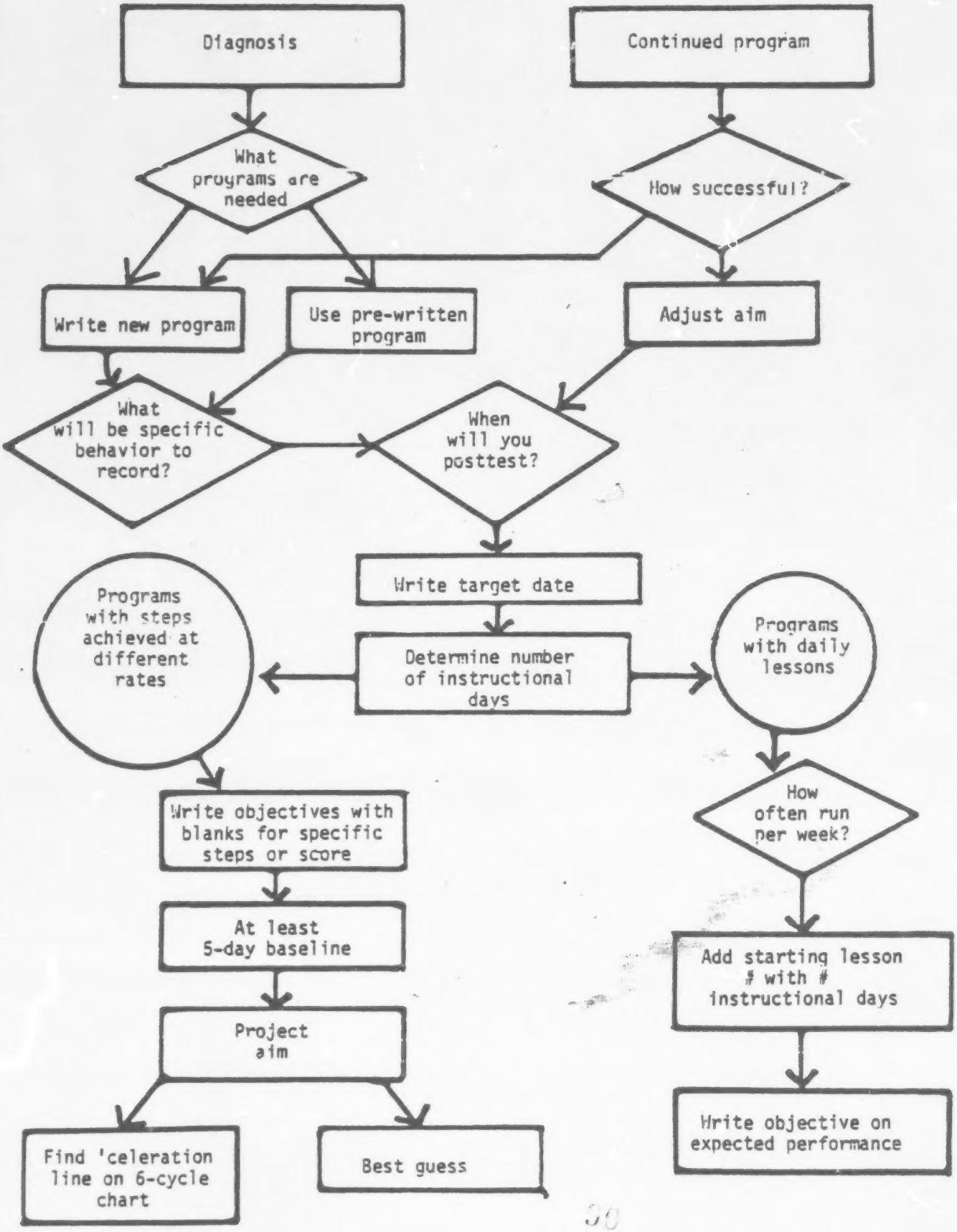
7. If the program is one of sequential steps at which each child may progress at a different rate, write the objective with blanks for specific steps and/or score until the child's rate of learning can be assessed. (e.g., reads Dolch words through (step) at a frequence of _____ per minute with two or less errors.)

8. Write the objectives on the Objectives Record Form.

9. Pretest the child and run the program for at least five days.

10. Project the child's rate of learning through the quarter based on the first week's growth. A good way to do it is to plot a 'celeration line over the quarter on a six-cycle chart. The 'celeration line provides a dynamic aim at which to measure a child's progress each day as well as a terminal goal.

Writing Quarterly Objectives


Diagnosis
Continued program
What programs are needed
How successful?
Write new program
Use pre-written program
Adjust aim
What will be specific behavior to record?
When will you posttest?
Write target date
Programs with steps achieved at different rates
Determine number of instructional days
Programs with daily lessons
Write objectives with blanks for specific steps or score
How often run per week?
At least 5-day baseline
Add starting lesson # with # instructional days
Project aim
Write objective on expected performance
Find 'celeration line on 6-cycle chart
Best guess

ABOUT THE

OBJECTIVES RECORD FORM

Following are sample forms and guidelines to be used when filling out the Objectives Record Form. Included is a copy of a blank and a completed form. Each of the terms on the form are explained and examples are given. Information on writing behavioral objectives is found in "Prescriptive Program Guidlines."

Secondary ERC's have used other forms which include the same information as the Objectives Record form. For more information on this, see Prescriptive Program section, page 108.

Title IV, ESEA

EDUCATIONAL RESOURCE CENTER OBJECTIVES RECORD

Quarter 1 2 3 4

Date received _____

Student Name _____

Date Entered ERC _____

ERC School _____

Date Withdrawn ERC _____

Target Date _____

Objectives	Evaluation Instrument	Pre Date / Score	Post Date / Score	Objective Outcome: Performance: sessions	Performance: Objective not as stated	Performance: Made progress	Performance: No observable progress	Decision: Carry over objective	Decision: Alter objective	Decision: Drop objective	Explanation

93

93

93

(SAMPLE COMPLE FORM)

EDUCATIONAL RESOURCE CENTER OBJECTIVES RECORD

Quarter (1) 2 3 4

Date Received September 8, 1976

Student Name David

Date Entered ERC

ERC School Walker

Date Withdrawn ERC

Target Date Oct. 31

Objectives	Evaluation Instrument	Pre Date / Score	Post Date / Score	Sessions	Objective Outcome: Performance: Objective met as stated	Performance: Makes progress	Performance: No observable progress	Decision: Carry over objective	Decision: Alter objective	Decision: Drop objective	Explanation
I. Reading: Makes one year's advancement in reading level by June 1976.											
A. Achieves a score of 20 or more (85%) on the Literal Comprehension section of the Ginn Mastery Test.	Ginn 360 Level 7 Mastery Test	Nov. 3 / 13	Jan. 28 / 20	45	✓				✓		Began Level 8
B. Reads Dolch words through E-6 at a frequency of 50 per minute with two or less errors.	RRC Reading Inventory	Sept. 16 / 27/7	Jan. 27 / 65/0	36	✓					✓	
II. Cursive writing: Writes all capital and small-case cursive letters by June 1976.											
A. Writes cursive letters through the D group at a frequency of 20 per minute with two or less errors according to the criteria stated in the program.	Cursive Pre/Post Sheet	Nov. 4 / 7/0	Jan. 27 / 26/2	46	✓				✓		through F group
III. Spelling: Writes 80 percent of phonically regular words on the North Kitsap Inventory correctly by June 1976.											
A. Writes 80 percent of the words in sections 1.0 and 2.0 of the Inventory correctly.	North Kitsap Spelling Inventory	Nov. 3 / 41%	Jan. 27 / 79%	47	✓	✓			✓		
IV. Behavior: Follows directions for increased reintegration with regular class.											
A. Follows directions within five seconds of teacher request or command 80% of the time over a five-day observation period.	Multiple All-day Count Sheet	Five-day baseline, Sept. 13-Sept. 17 / X = 39.6%	Five-day baseline Jan. 26-Jan. 30. / X = 81%	80	✓				✓		95

95

95

OBJECTIVES RECORD - GUIDELINES

ITEM	INSTRUCTIONS	EXAMPLE
Quarter	Circle the number to indicate for which quarter these objectives will be written. Quarterly objectives may be planned to coincide with the local districts quarterly reporting period.	Quarter: 1 (2) 3 4 (Quarter beginning in November and ending the last week of January.)
Target Date	Write the last day of the week you plan to posttest.	January 30, 1976
Date Received	The project coordinator fills in the date he/she receives the form with posttest scores entered.	
Date Entered	Write the student's first day of enrollment in the ERC.	September 3, 1976
Date Withdrawn	Write the student's last day of enrollment in the ERC.	
Objectives	1. Beside Roman numeral headings, write the subject area and the corresponding goal for the year.	II. Math: Completes review of addition and subtraction and new program in multiplication by June 1976.
	2. Under each yearly goal, write the specific objective(s) for that quarter with a criterion statement.	A. Writes answers to subtraction facts related to sums of 15 and less at a frequency of 40 digits per minute with one error or less.
Evaluation Instrument	Write the test used for pre and post testing. The test can be either commercial or teacher-made.	RRC Math III Inventory

ITEM	INSTRUCTIONS	EXAMPLE
Pre	1. For each objective, write the date the pretest was given.	September 16 (Write as above rather than "9/16," to avoid confusion with frequency scores.)
	2. Under the date, write the pretest score.	44%
Post	For each objective, write the date and the score of the posttest.	January 28 26/2
#Sessions	Enter the number of days the program was run during the quarter.	41
Performance	For each objective, put one check (✓) under the appropriate column, based on the posttest score.	
Decision	Put one check in the appropriate column to indicate what the student will do in regard to that objective next quarter.	
Explanation	Write the reason why the objective was not met or elaborate on the decision regarding next quarter.	Sick three weeks

Objectives Record for Four Quarters (Reduction)

Actual size: 8½" x 14"

EDUCATIONAL RESOURCE CENTERS OBJECTIVES RECORD

erc educational resource centers

Student Name _____ Date Entered ERC _____

ERC School _____ Date Withdrawn _____

Subject Area _____

Annual Goal and Quarterly Objectives	Evaluation Instrument	Target Dates: PRE	Post 1	Post 2	Post 3	Post 4	Outcome: Performance: Objective met as stated	Outcome: Performance: Made progress	Outcome: Performance: No observable progress	Outcome: Decision: Alter objective	Outcome: Decision: Drop objective	Explanation

100

101

100

EDUCATIONAL RESOURCE CENTERS OBJECTIVES RECORD

Student Name _____ Date Entered ERC _____

ERC School _____ Date Withdrawn _____

Subject Area _____

Annual Goal and Quarterly Objectives	Evaluation Instrument	Target Dates: PRE	Post 1	Post 2	Post 3	Post 4	Outcome: Performance: Objective met as stated	Performance: Made progress	Performance: No observable progress	Decision: Alter objective	Decision: Drop objective

Example of Completed Form

EDUCATIONAL RESOURCE CENTERS OBJECTIVES RECORD

Student Name: Sally Green
ERC School: Ashland Elementary
Subject Area: LANGUAGE ARTS

Date Entered ERC: Sep. 6, 1978
Date Withdrawn: _____

erc educational resource centers

Annual Goal and Quarterly Objectives	Evaluation Instrument	Target Dates: PRE	Nov. 10 Post 1	Jan. 27 Post 2	Apr. 7 Post 3	June 2 Post 4	Outcome: Performance: Objective met as stated	Outcome: Performance: Made progress	Outcome: Performance: No discernable progress	Outcome: Decision: Alter objective	Outcome: Decision: Drop objective	Explanation
11. Writes a complete sentence with correct word usage, spelling, and punctuation by June, 1979.	W.R.A.T. Spelling I	Sep. 7 1.4				May 31 2.5						One year progress in spelling.
A. Spells 3-letter phonetically regular words (CVC) with 80% accuracy.	No. Kitsap Inventory Sec. 1.0	Sep. 8 33%	Nov. 9 86%				✓					
B. Writes lower-case manuscript letters with a lower loop (g, j, q, y) at a frequency of 20 /min. with 1 or less error.	Manuscript Time Test	Sep. 12 3 / 8	Nov. 8 21 / 1				✓				✓	
C. Spells 80% of phonetically regular words with consonant digraphs and beginning sight words correctly.	No. Kitsap Inventory 2.0 & 9.0	Nov. 9 6%		Jan. 27 50%	Apr. 5 82%			✓		✓		Needed to be broken down into smaller units.
D. Writes a simple sentence with a subject and a verb, with 90% accuracy in word usage and punctuation.	Sentence Score Sheet	Nov. 14 55%			Apr. 6 95%		✓					
E. Spells 80% of words with consonant blends and beginning sight words correctly.	No. Kitsap Inventory 3.0 & 9.1	Apr. 5 46%				June 1 80%	✓					
F. Writes sentences using questions and the word "not" with 90% accuracy in word usage and punctuation.	Sentence Score Sheet	Apr. 6 38%				May 30 78%		✓				Confusion with questions.

Evaluation Design: Pre/Post Testing

Since the program focuses on solving individual problems within a limited target group, it is not possible to obtain a comparison or control group. However, project effectiveness can be assessed through the use of pretests and posttests. The following is a suggested evaluation design for each quarter:

Pretest	Treatment	Posttest
T_1	X	T_2

(The Jackson County program originally used an evaluation design with two pretests and two posttests. However, little significant difference was found between the two pretest scores or between the two posttest scores. This finding, along with the extensive time necessary for double pretesting and posttesting has led to modification of this design.)

Pretesting Procedures: Procedures for pretesting will vary depending on whether the child is a new referral or one continuing programming in the ERC. At the beginning of a school year or for a new referral, the ERC teacher should:

1. Give the child the chosen battery of diagnostic tests.

2. Write objectives appropriate to his/her diagnosed needs.

3. Decide if the diagnostic tests given are appropriate as pretests, considering the terminal performance expected of the child. If they are appropriate, list the test and score on the child's objective record form. If the specific behavior to be measured is not measured by the dianostic test the teacher should choose an appropriate pretest.

   The test can be either commercial or teacher-made. Pretests should nearly always be criterion-referenced.

Criterion-referenced tests include a certain level of expected proficiency to indicate objectively that the child has mastered the skill.

Occasionally a data checklist can be used as a pretest where a single response is asked for. On the data checklist the teacher marks whether or not the child performs the task in a given number of trials. Following are examples of objectives for which a data checklist would be appropriate:

a. Jumps over a stick at ankle height in four out of five consecutive trials.

b. Counts objects to sets of 10, presented randomly.

c. Reads 80 percent of selected sentences from May I Come In? without error.

4. Write the test name beside the objective on the Objectives Record Form.

5. Make a pre/posttest folder for each child. These can be made from manila file folders or by simply folding an 18" x 12" piece of construction paper in half.

6. Paper clip the Objectives Record Form to the front of the folder.

7. Place copies of all the tests the child will need, as listed on the Objectives Record Form, inside the folder.

8. Schedule the test by writing "PRE" or "POST" on the child's Daily Data Sheet on the day selected.

9. Pretest as scheduled.

10. Write the date and test score on the Objectives Record Form when the test is returned to the folder.

If a child is continuing programming into the second, third, or fourth quarter the procedure will vary somewhat. The decision to plan new objectives and corresponding pretests will be based on whether or not the child met his/her previous quarter's objectives. If a program continues through higher steps of its sequence a new pretest may not have to be given. The decision to use a new pretest is based on three considerations:

The pretest needed will be the same as the posttest given at the end of the quarter, in most cases.

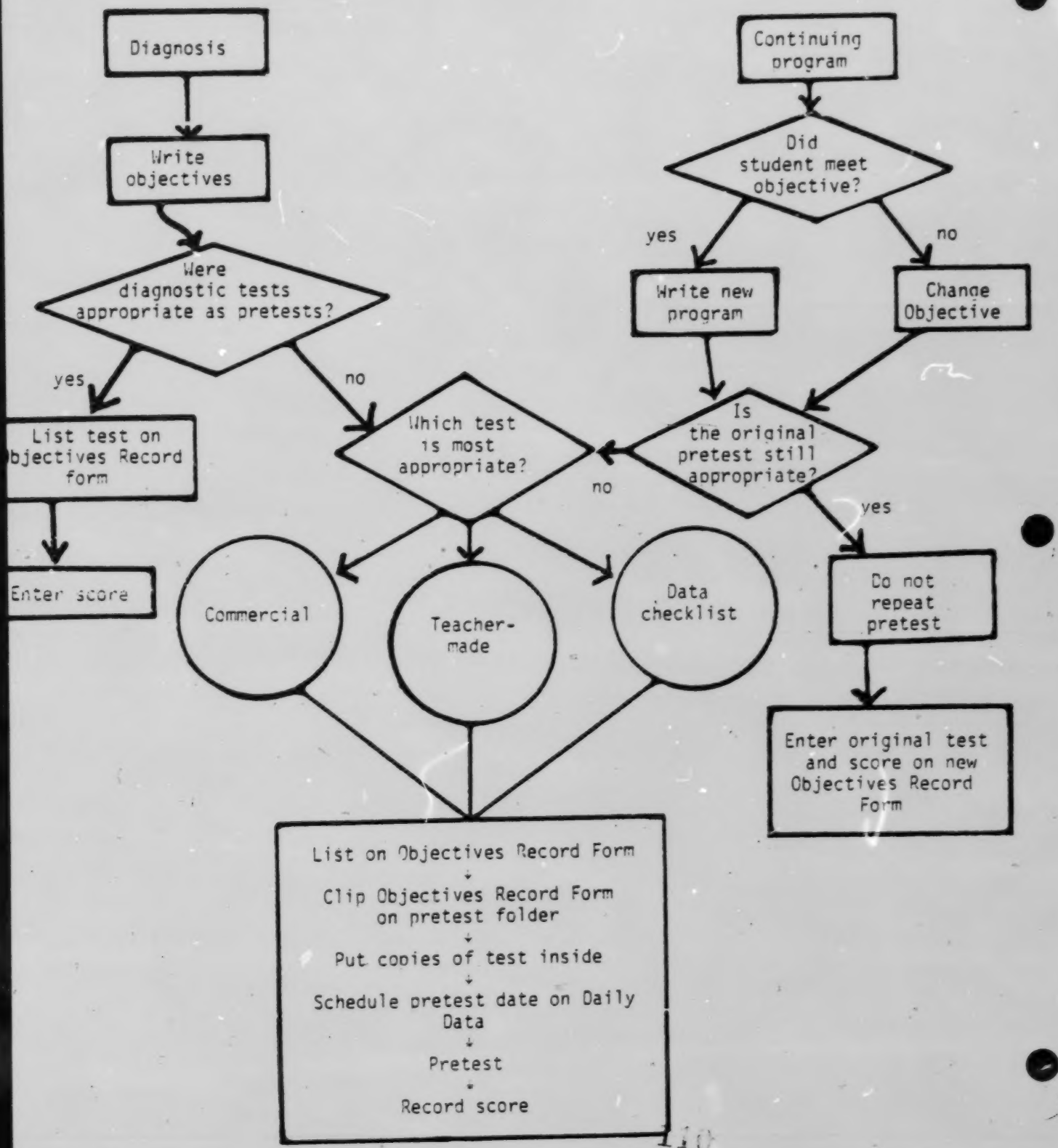
The program may be cumulatively sequenced. In this case, each step of the task hierarchy cannot be performed without mastery of the previous steps. In such a case, the original pretest, although only a sampling of the terminal behavior desired, is an adequate representation of the entire sequence at that time. For example, it is reasonable to assume that a child who failed to count objects when tested on sets of one through five would also have been unable to count objects to sets of twenty. In such a case the original pretest could still serve as the new quarter's pretest. There is no need to subject a child again to a test he/she will fail, based on current performance.

In programs divided into separate units of items, such as groups of sight words, one cannot presume that the child has not learned certain parts of a higher step incidentally. For example, a child originally pretested on the Beginning Sight Words Test (through E-2 group) cannot be posttested through E-6 words on the Regional Resource Center Inventory. The teacher has no pretest sample of the terminal behavior expected for groups E-3 through E-6. Many of the words may have been learned incidentally. For example, a child does not have to be able to read the word <u>where</u> (E-1 group) before he/she can read the word <u>this</u> (E-3 group). Feasibly, the groups may have been taught in a different order and the child may have already mastered the latter group, although it is not probable. (A child can, however, be pretested

on words through E-6 but posttested only on words through E-2, since the terminal behavior was sampled in the pretest.)

Posttesting Procedures: The posttesting procedure is essentially the same as for pretesting. The choice of tests, however, has already been determined. The posttest will be the same test that was used as a pretest, or a comparable form measuring the same behavior. Again, the procedure of clipping the Objectives Record Form to a test folder and placing the required tests inside is an efficient way to organize the task. As soon as posttesting is completed, objectives should be written for the next quarter to determine what new pretesting needs to be done.

Pretesting


Diagnosis
Write objectives
Were diagnostic tests appropriate as pretests?
yes
no
List test on Objectives Record form
Enter score
Which test is most appropriate?
Commercial
Teacher-made
Data checklist
Continuing program
Did student meet objective?
yes
no
Write new program
Change Objective
Is the original pretest still appropriate?
no
yes
Do not repeat pretest
Enter original test and score on new Objectives Record Form
List on Objectives Record Form
Clip Objectives Record Form on pretest folder
Put copies of test inside
Schedule pretest date on Daily Data
Pretest
Record score

Individualized Instruction

Individualized instruction is based on two premises: (1) students learn at different rates, and (2) learning is incremental (Hunter, 1970). Individualizing begins with determining what skills each learner has already achieved in a sequence of skills. This is done through diagnosis and pretesting. The next step is determining what the student is ready to learn.

It is assumed at this point that the various subtasks and levels of a particular skill or related body of knowledge have been identified. The breakdown of a skill into a hierarchy of subtasks or levels is done by a task-analysis approach. The task analysis should consider:

> Entry behavior - the behavior the student must have acquired before he/she can acquire specific new behaviors in the program. If the child is below the necessary level of entry behavior, the teacher must either change the objective or teach the entry behaviors.
>
> Instructional procedures - the methods used by the teacher most appropriate to the learning required.
>
> Performance assessment - the process of measuring the terminal performances during and at the end of instruction.

A task analysis is usually required when writing a prescriptive program or when altering a program that proves to be too difficult for the child.

Some commercial materials are programmed in a task-analytical manner, each step carefully sequenced on previous steps of the task hierarchy. Other programs are not. Many math sheets, for example, may require the child to perform several different tasks on one page, presuming he/she has the prerequisite skills to do them. For this reason, the ERC has a math skills file in which each worksheet is sequenced along a carefully structured task ladder. Some reading series introduce new sounds and words before the child is

expected to read them in the context of the story. Others do not. Each new material should be evaluated in terms of its sequencing of skills and appropriateness to the child's specific need. When a commercial material is not appropriate, a prescriptive program needs to be written. Often a prescriptive program is also written to adapt a material to the child's individual needs.

Individualized instruction does not mean each child must work individually. In many cases, grouping according to similar needs is desirable if the group instruction is individually appropriate for each child. Small group instruction has these advantages:

Many children perform better in the presence of peers than they do alone in one-to-one instruction with the teacher. A little competition increases their attention to the task.

Children who perform the task correctly model the correct response for the child who does not.

Ability-grouping increases the amount of direct instruction time each child can receive.

The teacher can use the group instruction to teach and reinforce appropriate group participation and group social skills.

Prescriptive Programming

Prescriptive programs are the procedural and sequential components in teaching a skill the child needs based on the specified behavioral objectives. (The Prescriptive Program Form and guidelines for its use follow this section.)

Prescriptive programs are also written for behaviors that need to be changed, such as talking out of turn, not attending to task, and hitting. These programs are written according to the Guidelines for Writing Behavior Management Programs.

In academic programs that essentially teach only one skill, e.g., Reads Numerals at Random, emphasis should be placed on the teacher cues, directions, and correction procedures. Direct Instruction techniques.

(Engleman-Becker) include:

Model - Teacher demonstrates correct response.

Lead - Teacher responds with child.

Test - Teacher asks child to respond by himself/herself.

An important additional technique is that of delivering consequences. The consequence part of the procedure should give the child definite feedback on whether his/her response was correct or incorrect. A correction procedure using the model - lead - test - consequence pattern should be included.

To assist in skill programming, comprehensive programs, such as "Writes Letters" (First Grade Manuscript) are available that cover a sequence of related skills. This type of program needs a well thought-out sequence using a task analysis procedure. A task analysis has to consider not only which tasks are easiest and which are most difficult, but also which skills are prerequisites to others that follow in the sequence.

Programming must also include a daily (or weekly) measure of behavior. Therefore, some kind of short test task must be written into the program, including a method of counting and recording the child's response.

ABOUT PRESCRIPTIVE PROGRAM WRITING

Following are sample forms and guidelines to be used when writing prescriptive programs. Included is a copy of the format used. Each of the terms used in the format is defined and examples are given. The finished program should be written so that both teachers and volunteers can administer it easily.

Samples of completed prescriptive programs can be found in the Appendix.

PRESCRIPTIVE PROGRAM

Title:

Student's Name_____

Behavioral Objective:

Target Date:

Prerequisite Skills:

Pre/Post Test:

Advancement Criterion:

Alteration Criterion:

Program approved:

Pre/Post Test approved:

Location:

Materials:

Recording Key:

Procedure

Step 1.

Cue:

Consequence:

Correct -

Incorrect -

Sequence:

PRESCRIPTIVE PROGRAM GUIDELINES

ITEM	DEFINITION	EXAMPLE
Title	Brief statement of skill described in behavioral objective.	Counts orally by rote and reads numbers.
Behavioral Objective	Statement defining in concise and precise terms the terminal objective of the prescriptive program. Must include: To whom - is it going to be done. What - is going to be done (observable behavior). Criterion - that indicate level of accomplishment. Evaluation - instrument used to determine if objective has been met.	Student says numbers in sequence by rote at a frequency of (120-140) digits per minute with no errors on RRC Math Inventory I and II. To whom - student. What - says numbers in sequence. Criterion - at a frequency of (120-140) digits per minute with no errors. Evaluation - RRC Math Inventory I and II.
Target Date	The date at which the child is expected to meet the behavioral objective. This date is to be filled in only on the individual student's copy.	May 14, 197[illegible]
Prerequisite Skills	Skills that a student must demonstrate before the program is initiated so the student can complete the program successfully. Prerequisite skills must be precise, concise, observable, measureable, but need not be as specific or as detailed as an objective.	Says numbers 1-10 and matches sets 1-10 with corresponding number.

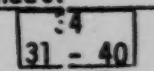
117

118

PRESCRIPTIVE PROGRAM GUIDELINES

ITEM	DEFINITION	EXAMPLE
Title	Brief statement of skill described in behavioral objective.	Counts orally by rote and reads numbers.
Behavioral Objective	Statement defining in concise and precise terms the terminal objective of the prescriptive program.	Student says numbers in sequence by rote at a frequency of (120-140) digits per minute with no errors on RRC Math Inventory I and II.
	Must include:	
	To whom - is it going to be done.	To whom - student.
	What - is going to be done (observable behavior).	What - says numbers in sequence.
	Criterion - that indicate level of accomplishment.	Criterion - at a frequency of (120-140) digits per minute with no errors.
	Evaluation - instrument used to determine if objective has been met.	Evaluation - RRC Math Inventory I and II.
Target Date	The date at which the child is expected to meet the behavioral objective. This date is to be filled in only on the individual student's copy.	May 14, 1975
Prerequisite Skills	Skills that a student must demonstrate before the program is initiated so the student can complete the program successfully.	Says numbers 1-10 and matches sets 1-10 with corresponding number.
	Prerequisite skills must be precise, concise, observable, measureable, but need not be as specific or as detailed as an objective.	

ITEM	DEFINITION	EXAMPLE
Pre/Post Test	1. A test designed to be given before the program is initiated to determine which specific skills the program teaches that the student does or does not have. Often these are teacher-made tests, but can be standardized or informal inventories. The behavior being tested should not be reinforced during testing. Wrong responses are not to be corrected while testing the student. 2. The same test and procedure are administered again at the completion of the program to determine which specific program skills the student learned or did not learn.	Oral counting subtest of RRC Math Inventory I and II. Teacher-made test (see appendix).
Advancement Criterion	1. Criterion for moving student to next program step. 2. Statement concerning the percentage or number of correct responses that must be made before student advances to next step in the sequence.	Student says previously taught numbers in sequence with 100 percent accuracy.
Alteration Criterion	1. Criterion indicating when the program should be altered to meet the individual needs of the student. 2. Statement indicating the number of sessions a program step can be presented without the student advancing or showing improvement.	If student does not meet the criterion within three sessions, program is to be reevaluated.

ITEM	DEFINITION	EXAMPLE
Alteration Criterion (Continued)	Students are not to be kept on a program past the number of sessions stated in the alteration criterion. Once the alteration limit is met the program must be pulled and altered before being administered to the student again.	Student does not meet advancement criterion within two consecutive sessions.
Location	Where program will be taught.	Math teaching station.
Materials	A list of the specific materials needed to present the program.	Number board and plastic numbers, stopwatch, pen and data sheet.
Recording Key	Specification of the raw data symbols to be recorded and their meanings.	 Top figure - Record the highest number attained in one minute before first error and circle. Bottom figure - Record the group of numbers to be taught (in groups of 10).

Introduction to Writing Procedure and Sequence:

Prior to writing the procedure and sequence for a prescriptive program, the teacher should write a task analysis. A task analysis is the breaking down of a specific skill into its component parts. Upon completion of the task analysis the teacher decides on a method of presentation. The method of presentation should include a procedure and sequence as defined in the following:

Procedure	The procedure consists of the specific teaching methods to be used by the teacher. The methods are listed as steps, in the order that they are presented to the student. Each step must include cues and consequences for correct and incorrect responses.	Step 1 - Give time test (one minute). Step 2 - Drill student Step 3 - Have student say numbers without use of aids.

ITEM	DEFINITION	EXAMPLE
Sequence	The sequence consists of the breakdown of specific skills in order of difficulty. Each skill is presented in order to the student using the teaching methods stated in the procedure until the terminal objective is reached.	1. 1-10 2. 11-20 3. Review 4. 31-40 5. 41-50 6. Review
Cue	The stimulus (verbal or nonverbal) that is presented to the student by the teacher to elicit the desired behavior.	Teacher says: "START WITH ZERO AND COUNT AS FAST AS YOU CAN UNTIL I SAY STOP. READY . . . BEGIN."

PRESCRIPTIVE PROGRAM CHECKLIST

Title: 1. Is it a concise statement of the objective?

2. Does it begin with a present tense verb? (eg. says, writes, reads)

Behavior Objective:

3. Does it specify what the child will be expected to do at the completion of the program in observable, verifiable, measurable terms?

4. Does it have a criterion for mastery?

Target Date:

Prerequisite Skills:

5. Have you listed the skills immediately preceding the first step of the sequence?

Pre/Post Test:

6. Does your evaluation instrument measure the specific skill you are teaching as stated in the behavioral objective?

Advancement Criteria:

7. Is your criterion high enough to insure mastery?

Alteration Criteria:

8. Is this criterion sensitive enough to make changes when changes should be made? Does it insure improvement over time?

Location:

9. Where in the room will the activity take place?

Materials:

10. Have you remembered everything, including paper, pencil, daily data sheet, etc.?

Recording Key:

11. Have you specified what kind of data will be taken and where it will be recorded?

Procedure:

12. Are your procedures written in the Model-(Lead)-Test pattern?

13. Cue: Are the teacher cues as short and simple as they can be?
Are they capitalized?
Have you written T. cues for every occasion T. directions are needed?

14. Consequences: Are consequences written for every occasion a student response is elicited?
Do the consequences give feedback as to the correctness or incorrectness of the student's response?
Does the consequence for an incorrect response specify a correction procedure in the Model-(Lead)-Test-Consequate pattern?
Is everything the T. says in capital letters?

15. Does your procedure include a test task from which you collect your data? (Note: Test tasks should not follow a teacher model or prompt.)

Sequence:

16. Is the sequence broken down into small enough steps for your lowest functioning child.

17. Have you ordered your steps from the least complex or least difficult to the most complex or most difficult?

18. Have you begun with the most frequent element and moved to the least frequent element?

19. Have you separated similar elements in the sequence if discrimination between the elements is difficult?

20. Have you grouped elements together that teach a concept?

21. Does your sequence provide for cumulative review?

Social Behaviors

As many teachers have long suspected, a child's poor academic progress may often be influenced by such problem behaviors as distractibility, refusal to follow directions, and difficulty cooperating and relating to peers. Appropriate classroom behavior is presumed to be more effective for learning in an academic setting.

Many researchers have improved pupil performance by changing such variables as teacher attention and praise, token economies, self-reinforcement, and individual and group contingencies. The Center at Oregon for Research in the Behavioral Education of the Handicapped (CORBEH) has done several studies in what are called "survival skill behaviors," such as attending to task, volunteering answers, and following teacher directions. The results of their studies (Hops and Cobb, 1972) showed that intervention procedures were effective in increasing and maintaining survival skill behaviors and that such gains were related to gains in reading achievement.

In a mainstreaming program, therefore, it is important that the child is equipped with the "survival skill behaviors" to succeed academically. Some children may already have these skills, but, for many, behavior programs related to these skills should be given high priority in planning a prescriptive program.

Analyzing a Student's Behavior

What a student does is his/her behavior. Analyzing a child's behavior involves:

a. pinpointing the behavior in specific terms,

b. identifying its logical counterpart, the incompatible or opposite behavior,

c. looking at the events immediately preceding and following the behavior.

The first step in analyzing a problem situation is to pinpoint the behavior in observable, verifiable, and measurable terms.

observable - Can you see it or hear it?

verifiable - Will someone else see or hear the same thing you do?

measurable - Is it something you, or anyone else, can count or measure?

Since the teacher most often becomes aware of the problem because of inappropriate or undesirable behaviors, the second step is to identify the desired behavior he/she would like to see in its place. The concept of an undesirable behavior to decrease paired with a desirable behavior to increase is called a "Fair Pair." Here is an example:

FAIR PAIR

To Decrease	To Increase
Says "I won't"	*follows teacher's*
Sits immobile	*directions*

The third step is to identify the events which immediately precede the behavior, or antecedents, and those events which immediately follow, the consequences. Identifying antecedent and consequent events may give the teacher important clues as to changes that may effect the behavior.

The Behavior Analysis Chart on the following page is a useful tool for observing behavior and planning change.

BEHAVIOR ANALYSIS CHART

3. Antecedent	TO DECREASE 1. Undesirable behavior	4. Consequence
5. Antecedent	TO INCREASE 2. Appropriate behavior	6. Consequence

1. Pinpoint the problem behavior to decrease.
2. Identify its "Fair Pair", the appropriate behavior to increase.
3. Identify the event immediately preceding the problem behavior.
4. Identify the event immediately following the problem behavior. (Does this give you a clue to possible change?)
5. Identify the event immediately preceding the appropriate behavior when/if it occurs. (Do Steps 3 and 5 give you clue to possible change?)
6. Identify the event immediately following the appropriate behavior when/if it occurs.

ABOUT BEHAVIOR MANAGEMENT PROGRAMS

The following are sample formats and guidelines to be used in writing Behavior Management Programs. Included is a list of procedures for behavior programs, the Intervention Phase Program Sheet, and forms used for observation.

Each of the terms used in the Intervention Phase Program Sheet is defined and examples are given. The two observation forms used in collecting data are the Behavior Data Sheet and Multiple All-Day Count Sheet. Accompanying the Behavior Data Sheet is an explanation of the terminology used. This observation form is to be used with a single student for a specified observation period. The Multiple All-Day Observation Count Sheet differs in that data on more than one student can be recorded and that it is an all-day count. It can be used on four students at a time for one complete week.

PROCEDURES FOR

A BEHAVIOR MANAGEMENT PROGRAM

1. Pinpoint an inappropriate behavior to be decreased and/or an appropriate behavior to be increased. The behavior should be specific and observable.

2. Gather baseline data on behavior using the Behavior Data Sheet. If more than one student is being observed, or if an all-day count is desired, the Multiple All-Day Observation Sheet can be used.

3. Design and write the program on the Intervention Phase Program Sheet. If a long-term program is planned, a suggested sequence may be added.

4. Initiate the behavioral change program. Instruct all staff to read the intervention procedures.

5. Monitor the program daily to be sure it is being carried out as it should be, especially if other staff are involved.

6. Modify program when alteration criteria are met.

7. Monitor behavior randomly to insure objective has been met.

BEHAVIOR DATA SHEET

Student_____ Manager_____

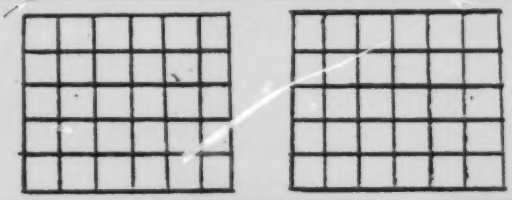
Program_____ ☐ Pre Baseline

Behavior: Count when_____ ☐ Intervention No._____

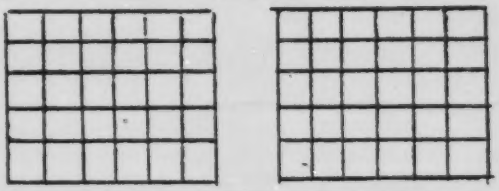
_____ ☐ Post Baseline

Time_____ Interval_____ ☐ Post Check

Date Observer



Date Observer



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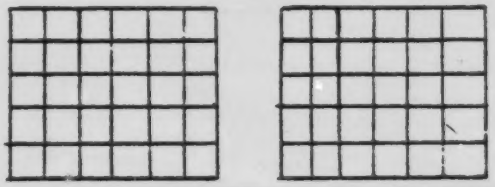
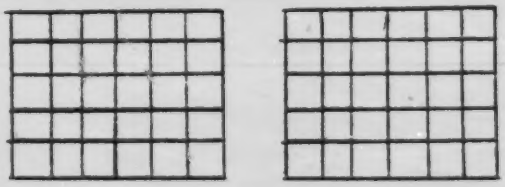


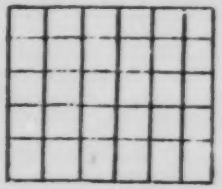
Date Observer



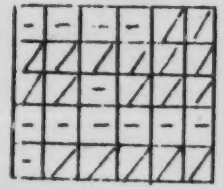
135

ITEM	DEFINITION	EXAMPLE
	Behavior Data Sheet	
Student	The student to whom the Behavior Management Program is being administered.	John
Behavior	Brief statement of behavior described in the behavioral objective.	Talkouts
Count when	The specific behaviors that the observer counts when taking data.	Student speaks without being called on by teachers in a voice loud enough for the observer to hear each word.
Time	The specific time of day that the observer takes data.	10:30 a.m.
Interval	The amount of time the observer takes data on student's behavior.	10 minutes
Manager	Person responsible for monitoring data acquired.	Mr. I.

ITEM	DEFINITION	EXAMPLE
	Check one of the four headings:	
a. ☐ Pre Baseline	a. Pre Baseline- The initial observations to show how the behavior is typically being emitted in that particular setting.	☐ Pre Baseline ☑ Intervention Number 2 ☐ Post Baseline ☐ Postcheck
b. ☐ Intervention Number ____	b. Intervention Number - The administering of the behavior management program.	
c. ☐ Post Baseline	c. Post Baseline- Upon reaching the terminal objective, observations are taken to show the desired results.	(This indicates that Prebaseline has been taken and the program is now in its second intervention phase.)
d. ☐ Postcheck	d. Postcheck - Regular observations administered after the program has been terminated to check the desired behavior.	



Each square represents 10 seconds and each line of squares going across is one minute. One complete group of squares is equal to five minutes. The two groups together equal a total observation period of 10 minutes. The observer looks at the student once every 10 seconds and records in the square the mark that corresponds with the behavior being recorded. The recording key can be found under Data of the Intervention Phase Sheet.



Recording Key:
/ = Talking out
- = Not talking out

Educational Resource Ce rs
Title IV, ESEA

MULTIPLE ALL-DAY COUNTS

Week _____

DAY	Name _____ Behavior _____ Manager _____	Name _____ Behavior _____ Manager _____	Name _____ Behavior _____ Manager _____	Name _____ Behavior _____ Manager _____
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

BEHAVIOR MANAGEMENT PROGRAM
Intervention Phase

Educational Resource Centers

Student _____

Program _____

Manager _____

Intervention No. _____

Initiated _____

Behavioral Objective: _____

_____

_____

A. CUE

Verbal:

Nonverbal:

B. CONSEQUENCES

Positive:

Negative:

C. SCHEDULE SEQUENCE

D. DATA

E. ALTERATION CRITERION

BEHAVIOR MANAGEMENT PROGRAM
Intervention Phase

Educational Resource Centers

Student Jimmy

Manager S. I.

Program Talk-outs

Initiated Feb. 1

Intervention No. 1

Behavioral Objective: Jimmy will talk out without raising hand, in a voice audible enough for teacher to hear every word, 2 or less times per day by Apr. 15, 1979.

A. CUE

Verbal: 8:45 a.m. Teacher reminds J. about talking rule and countoon on his desk.

Nonverbal: Countoon on desk.
(Picture of J. talking. #s to 30.)

B. CONSEQUENCES

Positive: Praise for working quietly.
Free time at 10:15

Negative: Teacher says: "MARK ONE."
(J. marks number on countoon.)

C. SCHEDULE SEQUENCE

1. 8:45 reminder; 6 or less for free time
2. No reminder; 5 or less for free time.
3. No reminder; 2 or less for free time.

D. DATA

Countoon: Jimmy records.

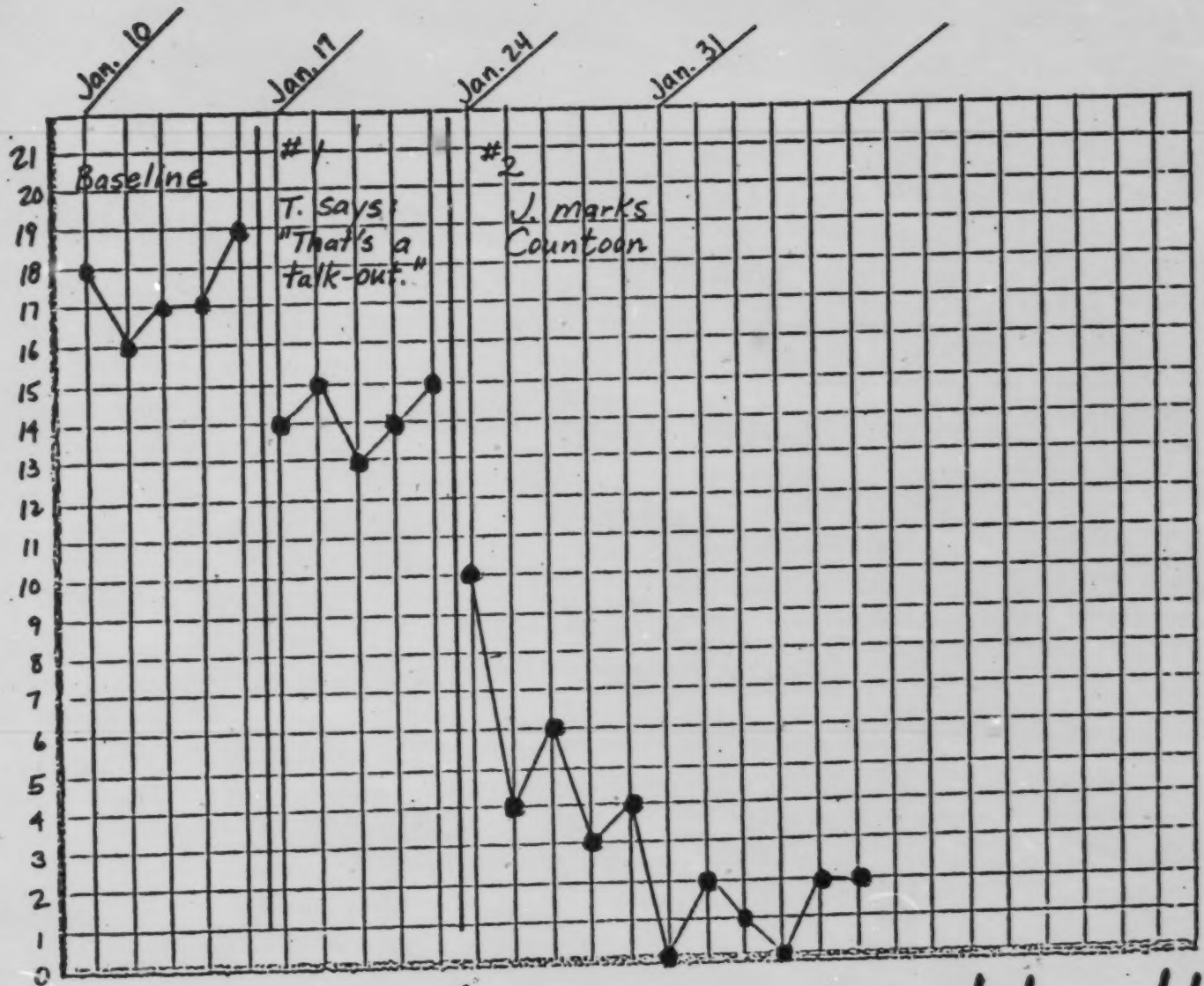
E. ALTERATION CRITERION 1. No decrease 3 days.
2. < criterion for free time 3 days.

BEHAVIOR MANAGEMENT PROGRAM GUIDELINES

ITEM	DEFINITION	EXAMPLE
	Intervention Phase	
Student	The student to whom the Behavior Management Program is being administered.	John
Manager	Person responsible for taking baseline on specific behavior, writing the Behavior Management Program and monitoring program during Intervention Phase.	Mr. I.
Program	Brief statement of behavior described in the behavioral objective.	Talkouts
Behavioral Objective	Statement defining in concise, precise terms the terminal objective of the Behavior Management Program.	When observed during independent work period student talks out (i.e., speaks without being called on by teacher, in a voice loud enough for the observer to hear each word) at a frequency not more than once per day for three consecutive days as recorded on the Behavior Data Sheet.
	Must include:	
	To whom - is it going to be done.	To whom - Student. . .
	What - is going to be done (observable behavior).	What - . . . talks out . . .

ITEM	DEFINITION	EXAMPLE
	Criteria - That indicate level of accomplishment.	Criteria - Talkouts at a frequency not more than once per day for three consecutive days.
	Evaluation - Instrument used to determine if objective has been carried out.	Evaluation - Behavior Data Sheet.
Intervention Number	The procedure used in obtaining the terminal objective. The Intervention Number changes when child meets alteration criteria on previous intervention. Manager writes new Intervention Phase Sheet each time new intervention is begun.	Intervention Number 3 (Two other interventions were tried previously.)
Initiated	The date the intervention number is first administered.	February 8, 1975
A. Cue: Verbal or Nonverbal	The stimulus (verbal or nonverbal) that is presented to the student by the teacher to elicit the desired behavior.	Verbal: "Let's see if you can remember our rules today." Nonverbal: Teacher raises upright index finger to lips.
B. Consequences: Positive	Consequences are stimulus events that follow the student's response. Positive reinforcers are stimuli that strengthen the responses selected according to the student's needs.	"John sure has remembered our rules today; he's only had one talkout!"

ITEM	DEFINITION	EXAMPLE
	The consequence should occur as soon as possible after the elicited behavior.	
Negative	Stimulus events that follow the student's incorrect response. Punishers are stimuli that weaken the responses they follow. They are individually selected according to the student's needs. The consequence should occur as soon as possible after the behavior.	Teacher says: "Mark one, John." John marks countoon (counting device).
C. Schedule Sequence	Sequential steps in fading out prompts and cues and/or decreasing the frequency with which reinforcers are given.	1. 5 min. free time for every 5 problems completed. 2. 5 min.: 6 problems 3. 5 min.: 8 problems etc.
D. Data	Specific recording methods and related comments necessary in the monitoring of the program.	John marks countoon. Tally on clipboard on corner of desk.
E. Alteration Criteria	1. Criteria indicating when the program would be altered to meet the individual needs of the student. 2. Statement indicating the number of sessions a program step can be presented without the student advancing or showing improvement.	1. One or less talkouts for three consecutive days. Remove countoon. 2. No decrease over five days.



SAMPLE BEHAVIOR CHART

Daily Monitoring

One of the important components of the project is that the child's programs are monitored daily. In other words, decisions regarding tomorrow's instruction are based on how the child performs today. In order to evaluate performance trends, data has to be kept daily. This data is recorded on the Daily Data Sheet and often on a graph or six-cycle chart as well. Trends over time are seen better when recorded on a chart, but the child's progress toward his objective can also be seen from his scores on the Daily Data Sheet. (The Daily Data Sheet and guidelines for recording on it follow.)

There are two important components of the Daily Data Sheet that are necessary for making efficient decisions: the advancement criterion and the alteration criterion.

The advancement criterion specifies the score the child is expected to achieve to demonstrate mastery of the skill or to go on to the next step in a hierarchy of related skills. The score can be either a percentage score or a C/E score (number of correct responses over number of errors). The advancement criterion may also specify that this score must be achieved for two or three consecutive days to insure against erratic or inconsistent performance. For example:

> Says Sounds Program
>
> Advancement Criterion: 60/2 two consecutive days (A score of 60 or more sounds with two or less errors per minute is required for two consecutive days in order to go on to the next step.)

The other important criterion is the alteration criterion. This specifies when a change or modification in the program needs to be made. It can be based on the length or time (in number of consecutive sessions) required to complete a step of the program. For example:

Counts 1-10 Program

Alteration Criterion: 10 consecutive days (If the child does not master the skill in 10 consecutive sessions, the program must be altered.)

An alteration can also be based on a decrease or no increase in score. For example:

Sight Words Program

Alteration Criterion: No increase two days (If the score has not increased from the score two days previous, the program must be altered.)

When the daily score is written on the Daily Data Sheet upon correction of the work or completion of the task, the teacher makes a quick analysis of progress by looking at the advancement and alteration criteria and by comparing that day's performance with previous scores.

Example:

Dolch words	E-2	E-2	E-2
Adv.: 50/2 two consecutive	48	51	51
Alt.: No increase two days	3	3	1

(The student has met the criterion but will have to achieve that score one more day before passing to the next step.)

Example:

Dolch words	E-2	E-2	E-2	E-2
Adv.: 50/2 two consecutive	30	33	35	32
Alt.: No increase two days	7	6	7	7

(Since there has not been an increase in score from two days previous, an alteration will need to be made.)

There are three types of program alterations:

Altering the cue or programmed event: e.g., teacher models first five responses.

Altering the consequences: e.g., five minutes free-time if score increases.

Rewriting the program: changing the task or sequence.

Each alteration is listed on the Program Alteration Form according to the procedures listed in the appendix. The Program Alteration Form should be attached to the Daily Data Sheet for immediate reference.

ABOUT THE DAILY DATA SHEET

AND PROGRAM ALTERATION FORM

The following are sample formats and guidelines for using the Daily Data Sheet and Program Alteration Form. The guidelines discuss the components of the Sheet and conventions for its use. Use of the Daily Data Sheet in monitoring and making decisions on the student's daily performance is further explained in the section "Daily Monitoring."

KEY

(23) Step circled - met criterion
23 Program Altered
c/e Number correct/number errors
~~23~~ Program not run
N.S. Completed but not scored
inc. Assignment incomplete
Adv. Advancement criterion
Alt. Alteration criterion

DAILY DATA SHEET

erc educational resource centers

Name _____

Dates
Week 1 _____
Week 2 _____
Week 3 _____
Week 4 _____

PROGRAM	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				

KEY

(23) Step circled - met criterion
23 Program Altered
c/e Number correct/number errors
~~23~~ Program not run
N.S. Completed but not scored
inc. Assignment incomplete
Adv. Advancement criterion
Alt. Alteration criterion

DAILY DATA SHEET

erc educational resource centers

Name David

Dates
Week 1 Sep. 29
Week 2 Oct. 6
Week 3 Oct. 13
Week 4 Oct. 20

PROGRAM	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Reading: GINN Adv.: 80% sentences Alt.: 5 days < 80%	(p.61) 80%	p.65 90%	p.72 85%	p.82 70%	p.92 80%	(p.96) 90%	p.101 Assembly	p.107 80%	p.114 75% "would"	p.123	p.123 70% "would"	(p.135) 80%	(p.138) 80%	(p.148) 90%	Homeroom	(p.156) 80%	(p.161) 85%	(p.168) 80%	(p.173) 80%	(p.179) 80%
Says Sounds Adv.: 60/2 2 consec. Alt.: No incr. 3 days	II. 37/4	II. 40/2	II. 45/0	II. 54/2	(II.) 63/0	(II.) 71/0		III. 61/3	(III.) 70/0	III.	(III.) 68/1	IV. 45/5	IV. 46/6	IV. 53/2		IV. 50/3	IV. 48/1	(IV.) 63/1	(IV.) 60/1	V. 28/9
Cursive letter sheet Adv.: 90% Alt.: No pass 3 days		PRE ✓	(B-1)	(B-2)	B-3 ✓	(B-3)	(B-4)	B-5	B-6 ✓	B-6	(B-6)	(B-7)	(B-8)	B-9 ✓	B-9 ✓	B-9 ✓	B-9	B-10 ↓	C-1	C-2 ✓
time test Adv.: 25/2 2 consec. Alt.: No incr. 4 days		PRE ✓	A. 19/2	A. 20/1	A. 24/1	A. N:S.	A. 20/2	A. 24/1	(A.) 27/0		(A.) 26/1	completed →						B. 5/4	B. 7/3	B. 11/3
Add Problems Adv.: 90% 2 consec. Alt.:	(A-11)	A12 ✓	(A12) p.2	(A12) p.3	(A13)	(A13) p.2	A14 p.1 ✓	A14 p.2 inc.→✓	A14 p.2 ✓	A14 p.3	A14 p.3 ✓	A14 p.4 ✓	A14 p.5 ✓	(A14) p.6	(A14) p.1	A15	(A15) p.2	(A15) p.3	(A16)	A16 p.2 ✓
Add Facts Adv.: 40/2 2 consec. Alt.: No incr. 3 days	A3 8/0	A3 16/0	A3 14/0	A3 23/0	A3 24/0	(A3) 11/0	A3 19/0	A3 17/1	A3 22/0	ABSENT	A3 21/0	A3 24/1	A3 26/0	A3 27/1	A3 30/1	A3 29/0	A3 31/0	A3 30/0	A3 32/0	A3 35/0
Spelling (test) Adv.: 100% 3 consec. Alt.: (Activity)		Diag. ✓	PRE ✓	50% B✓	75% D✓	(100%) C✓	75% B✓	50% D✓	(100%) A✓		(100%) B✓	50% C✓	(100%) E✓	75% D✓	Homeroom	80% C✓	80% D✓	60% B✓	(100%) A✓	60% ~~E~~
Adv.: Alt.:																				
Adv.: Alt.:																				

157

158

DAILY DATA SHEET AND PROGRAM ALTERATION FORM GUIDELINES

ITEM	INSTRUCTIONS	EXAMPLE
Name	Write the student's name	John D.
Dates	Write the beginning date (Monday) of each week covered across the page.	Week 1 Sept. 26 Week 2 Oct. 6 Week 3 Oct. 13 Week 4 Oct. 20
Program	At the top of each box in the Program column write the abbreviated title of the program.	Add Facts Adv.: Alt.:
Adv.: (Advancement Criterion)	Write the score (either percentage or frequency) required to pass the step of the program. If more than one trial is necessary to pass the step, write the number of consecutive sessions required.	Adv.: 40/2 - 2 consecutive (A score of 40 per minute with 2 or less errors is required for 2 consecutive days to pass.)
Alt.: (Alteration Criterion)	Write either the number of sessions required to complete a step of a program or the number of days over which one must see an increase in score before it is altered.	Alt.: No increase, 3 days
M T W Th F (School days)	The Daily Data Sheet reads like a calendar across the page. Each row of boxes corresponds to the program written on the left column of the sheet. The first M (Monday) corresponds to the first date in the upper right-hand corner. The second M corresponds to the second date and so forth.	M T W Cursive (B-9) B-10 Adv.: Alt.: (On Monday the student was on Step B-9 of the Cursive sequence. On Tuesday the child was placed on Step B-10.)

INSTRUCTIONS FOR RECORDING DATA AND ALTERATIONS

1. The letter/number at the top of the box tells the teacher (and/or the child)the step of the sequence he is on that day.

Says Sounds	II.	
Adv.: 60/2 2 consec. Alt.: No incr. 3 days		

2. For a reading program, write the last page of the story to be read.

Reading: Ginn	p.61→	p.65→	p.72
Adv.: Alt.:			

3. When the program is performed for that day, (a time-test is taken, the worksheet corrected, etc.) write the score underneath the sequence step.

Says Sounds	II.	
Adv.: 60/2 2 consec. Alt.: No incr. 3 days	63 T	

(The time-test score entered was 63 correct sounds per minute with one error.)

4. If the score meets the advancement criterion, circle the sequence step.

Says Sounds	(II)	(II)	
Adv.: 60/2 2 consec. Alt.:	63 T	62 0	

5. If the step meets the advancement criterion and is circled, write the next step of the sequence in the next day's box. (If the score does not meet the advancement criterion, write the same sequence step in the next day's box.)

Says Sounds	(II)	(II)	III.
Adv.: 60/2 2 consec. Alt.:	63 T	62 0	

6. Occasionally, when the teacher does not have time to compute a percentage score, but it is clear that the student did not meet advancement criterion, the teacher can simply make a check (✓) under the sequence step and write the same sequence step in the next day's box.

Add problems	A-14	A-14	
Adv.: 90% 2 consec. Alt. 5 consec.	p.1 ✓	p.2	

The check indicates the program was completed, but did not meet criteria.

7. When a time test score cannot be entered because of a faulty stopwatch or an unexpected distraction, mark N.S. for "No Score."

Add Facts Adv.: 40/2 2 consec. Alt.: No incr. 3 days	Ad-1 32/3	Ad-1 N.S.	

8. For programs started but not completed, write inc. for "incomplete." An arrow designates assignments to be carried over to the next day.

Sub. Problems Adv.: 90% 2 consec. Alt.: 5 days	S-13 inc.→	S-13	

9. When a program is not done, draw a line through the sequence step and write the explanation on the day column where there is space.

Cursive Adv.: Alt.:	C-5 Assembly	C-6	C-6

10. When programs meet the alteration criterion, draw a triangle around the sequence step.

Add Facts Adv.: 40/2 2 consec. Alt.: No incr. 3 days	Ad-3 20/1	Ad-3 22/0	Ad-3 15/0

11. Notes on trouble spots, such as a frequently missed work or sound can be written on the bottom of the box.

Dolch Wds. Adv.: Alt.:	E-3 44/2 any		

12. Program alterations are written on the Program Alteration Form. Seeing the triangle on the Daily Data Sheet is a cue for the teacher to check the Program Alteration Form for any changes in the program. The three types of alterations include changing the cue or programmed event, changing the consequences, or rewriting the program, changing the task or sequence.

(A sample of a completed Program Alteration Form follows.)

PROGRAM ALTERATION FORM

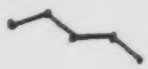
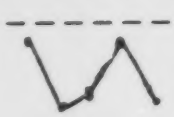
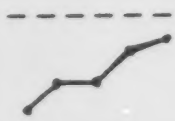
DATE	PROGRAM	STEP	ALTERATION

PROGRAM ALTERATION FORM

DATE	PROGRAM	STEP	ALTERATION
10/7	Cursive	B-11	T. models first 5 responses.
	(The alteration is a change in the programmed event-)		
10/15	Add facts	Ad-3	5 min. free time if score increases.
	(This alteration changes the consequence.)		
10/17	Add problems	A-14	Suspend current program/ Program in place value.
	(This alteration is a change in the program sequence.)		

Many resource rooms monitor a student's daily progress by using graphs or logarithmic charts. The decision to alter a program is based on the following considerations:

DATA DECISION CHART

	If the Data Shows This	Do This
	Any downward trend.	Make an alteration immediately!
	Stable performance below criterion level, small variability.	Try another alteration or reconsider your criterion.
	Wide variability with no apparent trend, performance below criterion level.	Begin your reinforcement program; you have a motivation problem.
	Slight upward trend, small variability, performance below criterion level.	Continue data recording; consider a reinforcement program.
	Strong upward trend but still below criterion level.	Continue what you are presently doing, do not start new program, continue data recording.
	Stable performance or upward trend with performance at or above criterion level.	Move on to the next behavior to be learned, begin new baseline.

If your goal is a decrease in the behavior, the procedures presented in this table do not apply.

Quarterly Reports to Parents and Teachers

At the end of each quarterly objectives period, when posttesting has been completed, reports of the child's progress on each objective are sent to parents and homeroom teacher. Many parents and teachers express the most concern for the student's classroom behavior, and for that reason, three objectives in social behaviors are included on all the parent/teacher report forms.

When the student receiving service is from another school attendance area, quarterly reports are also sent to the building principal of that child's school. A Report to Parents & Teachers Form follows this page, as well as a sample report.

At the end of the fourth quarterly report period, progress on objectives is reported in a year-end staffing conference. A staffing report rather than a parent/teacher report form is then sent to the parents, teachers, and principals. This is the end of year review required by public law 94-142.

Two suggestions for report writing are:

(1) The objectives should be written as simple titles which will be easily understood by the parents.

Wrong: "Says consonant and short vowel sounds at a frequency of 60 per minute with two or less errors."

Much better: "Reading: Letter Sounds."

(2) Step and sequence numbers will mean very little to those reading the report, therefore, the skill involved should be briefly described.

Wrong: "Has completed Step A-18 of the program."

Much better: "Can now do two-place addition with carrying."

The aim is to provide as much information as simply as possible.

Educational Resource Centers

School _____

REPORT TO PARENTS AND TEACHERS

Dear Parent/Teacher:

Your child has completed several months of instruction in the Educational Resource Center. During this time _____ has mastered the following skills for his/her objectives.

Sincerely, _____ ERC Teacher

OBJECTIVES	NOVEMBER	FEBRUARY	APRIL
1. Social Skills: a. Cooperates with teachers b. Gets along with others c. Pays attention to work			

Educational Resource Centers

School Walker

REPORT TO PARENTS AND TEACHERS

Dear Parent/Teacher:

Your child has completed several months of instruction in the Educational Resource Center. During this time David has mastered the following skills for his/her objectives.

Sincerely, _____ ERC Teacher

OBJECTIVES	NOVEMBER	FEBRUARY	APRIL
1. Social Skills:			
a. Cooperates with teachers	David is an asset to our class.		
b. Gets along with others	David is helpful with the other children. Has friends		
c. Pays attention to work	David is a very hard worker, great.		
2. Reading			
a. Ginn 360 Reader	Passed mastery test for The Dog Next Door.		
b. Sounds	Has completed our entire sounds program.		
3. Math			
a. Addition	Can now do 2 place addition with carrying with 98% accuracy.		
b. Addition facts	To sums of 15 and less.		

Additional Parent Report Forms

Additional forms to report student progress are included in the pages which follow. Remember the goal of parent reporting is to keep information specific, brief, and in a language style understandable to the parent.

PUPIL PROGRESS REPORT

Grade 1 - 6

Pupil Frank

School

Date 19

Teacher ERC – Randy Gravon

Attendance: Present Absent

Only those areas which are appropriate for evaluation at this time are checked.

	Needs Improvement	Satisfactory	COMMENTS AND/OR GOALS
I. LANGUAGE ARTS			
A. Reading Distar I.			
Rate		✓	Frank is learning to blend sounds and read short stories. He is on lesson 100 and has achieved a score of 95% on the skills Mastery test.
Comprehension		✓	
Decoding		✓	
B. Language Monterey		✓	Frank is learning proper syntax in spoken language. He is currently learning the "in-on" concepts.
_____			
_____			
C. Spelling Distar		✓	Frank is spelling common two and three letter words with regular sounds. Frank is practicing sentence writing.
D. Handwriting		✓	
II. MATHEMATICS			
A. Number Facts		✓	Frank is practicing simple addition facts to 18. He can write answers to 20 facts correctly in a one minute time test.
B. Problem Solving		✓	Frank is adding multiple column problems with numbers under 1000.
C. _____			

Classroom teacher comments

A. Social Studies		
B. Science		
C. Music		
D. _____		
E. _____		

IV. SOCIAL DEVELOPMENT		
A. Assumes Responsibility		
B. Works Independently		
C. Completes Work		
D. Listens & Follows Directions		
E. Works Well With Others		
F. Self Discipline		

V. OTHER COMMENTS:

_____
Teacher's Signature

Randy Gravon
ERC

cut on dotted line

Dear Parent or Guardian:

Please sign and return the lower portion of this report card to your child's teacher.

_____ _____ _____
Parent's or Guardian's Signature Pupil's Name Frank Date

Year 77-78

Quarter 1 2 3 4

EDUCATIONAL RESOURCE CENTER OBJECTIVES RECORD

Student's Full Name Kathy

Date Entered ERC 10-10-77

ERC School

Date Withdrawn ERC

Teacher's Name S. Isaacson

Target Date: January 25, 1978

ANNUAL GOALS & QUARTERLY/SEMESTER OBJECTIVES	Evaluation Instrument	Pre Date / Score	Post Date / Score	# sessions	Objective Outcome: Performance: Objective met as stated	Performance: Made progress	Performance: Unsatisfactory progress	Decision: Carry over objective	Decision: Alter objective	Decision: Drop objective	Explanation
I. READING: Makes one year's advancement in reading level by June, 1978.	Gilmore Oc	tober 10 1.0 extrap.									
A. Reads 80% selected sentences from Palo Alto Book 3 without error.	Palo Alto Pre/Post	November 8 50%	January 20 67%			X					First grade reading level
B. Reads 2-3 letter phonically regular words at a frequency of 35 per minute with 1 or less errors.	ERC Reading Skills Inv. Test #2	November 8 20/5	January 20 23/6				X				
II. LANGUAGE ARTS: Writes simple complete sentences with correct word usage, punctuation, penmanship, and spelling by June, 1978.											
A. Spells 80% of 3 and 4 letter phonically regular words correctly.	No. Kitsap Inventory 20	November 8 14%	January 23 71%			X					Words such as jog, grip lap, fled
B. Connects lower-case cursive letters correctly into 2 and 3 letter words at a frequency of 25 per minute with 1 or less errors.	Connecting Pre/Post Part B	November 14 19/11	January 26 28/10			X					trouble with m, does not dot i

173

175

176

Report to Parents and Teachers

From:

Re:

Report for_____quarter Dates:___ _____

School:

Educational Resource Center

Subject Area Programs	Annual Goal	Quarterly Objective	Skills Learned	Skills to Learn	Comments

EDUCATIONAL RESOURCE CENTERS
Jackson County IED
Medford, OR 97501

GUIDELINES FOR TERMINATION OF EDUCATIONAL SERVICES

A student may be considered eligible for termination of services if one or more of the following conditions exist:

1. The student has met academic and/or behavioral criteria for termination of services. (Generally, when the student is functioning at or near grade level in academic subjects, is able to function appropriately in the regular classroom and no longer requires specialized assistance.)

2. Parents/guardians request termination of services.

3. Student moves out of the program attendance area or out of Jackson County. (A student going from one ERC Center to another Center need not be terminated. This is considered a transfer. Parent approval, of course, is required.)

4. Student is unable to attend school and assigned a home tutor by the district.

If one or more of the above conditions exist and termination of services is appropriate, parent consent for termination must be obtained.

A termination staffing with the parent/guardian will be held for the purpose of discussing the reason for termination of services and for obtaining the parent/guardian signature on the Consent for Termination form. (See the example of a completed form...all information on the form must be supplied.)

The teacher should make every attempt to contact the parent/guardian and request their attendance at a termination staffing. If the parent/guardian approves of the termination of services but cannot or will not attend a staffing, the form may be mailed to them for their signature and returned.

If the family moves suddenly, without the teacher's prior knowledge, the teacher will complete the appropriate sections of the form and sign his/her own name and date the form and return it to the office.

EDUCATIONAL RESOURCE CENTERS
Jackson County IED
101 North Grape
Medford, Oregon 97501

PARENT CONSENT FOR TERMINATION OF A SPECIAL SERVICE

Child's Name_____Sex___Birthdate_____

Address_____

Phone_____School_____Age_____

Your child,_____is being terminated from the following special service:_____

_____

based on the following:_____

_____

After having discussed the above service with the school, I approve of my child's being terminated from this service. Yes____No____

_____ _____
Parent's Signature Date

EDUCATIONAL RESOURCE CENTERS
Jackson County IED
101 North Grape
Medford, Oregon 97501

SAMPLE

PARENT CONSENT FOR TERMINATION OF A SPECIAL SERVICE

Child's Name James Brown Sex M Birthdate 4/18/65

Address 328 Fairlawn Place, Skycrest, Oregon, 97543

Phone 248-9725 School Skycrest Jr. High Age 12

Your child, James is being terminated from the following special service: Educational Resource Center

based on the following: James has achieved grade level ability in reading and math and no longer requires specialized assistance. He is able to function very well with the instruction received in his regular class.

After having discussed the above service with the school, I approve of my child's being terminated from this service. Yes____ No____

_____ _____

Parent's Signature Date

18

ROOM

AND

MATERIALS

ROOM AND MATERIALS

Physical Space

The ERC is located in a public school building. Ideally, it is near the center of the building for easy access for classroom teachers and students.

Generally, the room is divided into a central seatwork area, surrounded by several direct-teaching stations. One end of the room should be set aside for a small, free-time area which includes a reading corner stocked with pleasure books and magazines at different reading levels. (See room plan.)

Furniture and Supplies

The seatwork area should have desks and chairs of different sizes to accommodate students. Study carrels and screens partition the individual teaching stations from the seatwork area. The direct teaching stations should have a table and three or four student chairs. Boxes for work folders should be available near the entrance of the room.

Because of the amount of duplicating required, the ERC needs its own supply of duplicating masters and paper, as well as an ample supply of pencils, felt tip pens and other standard classroom supplies.

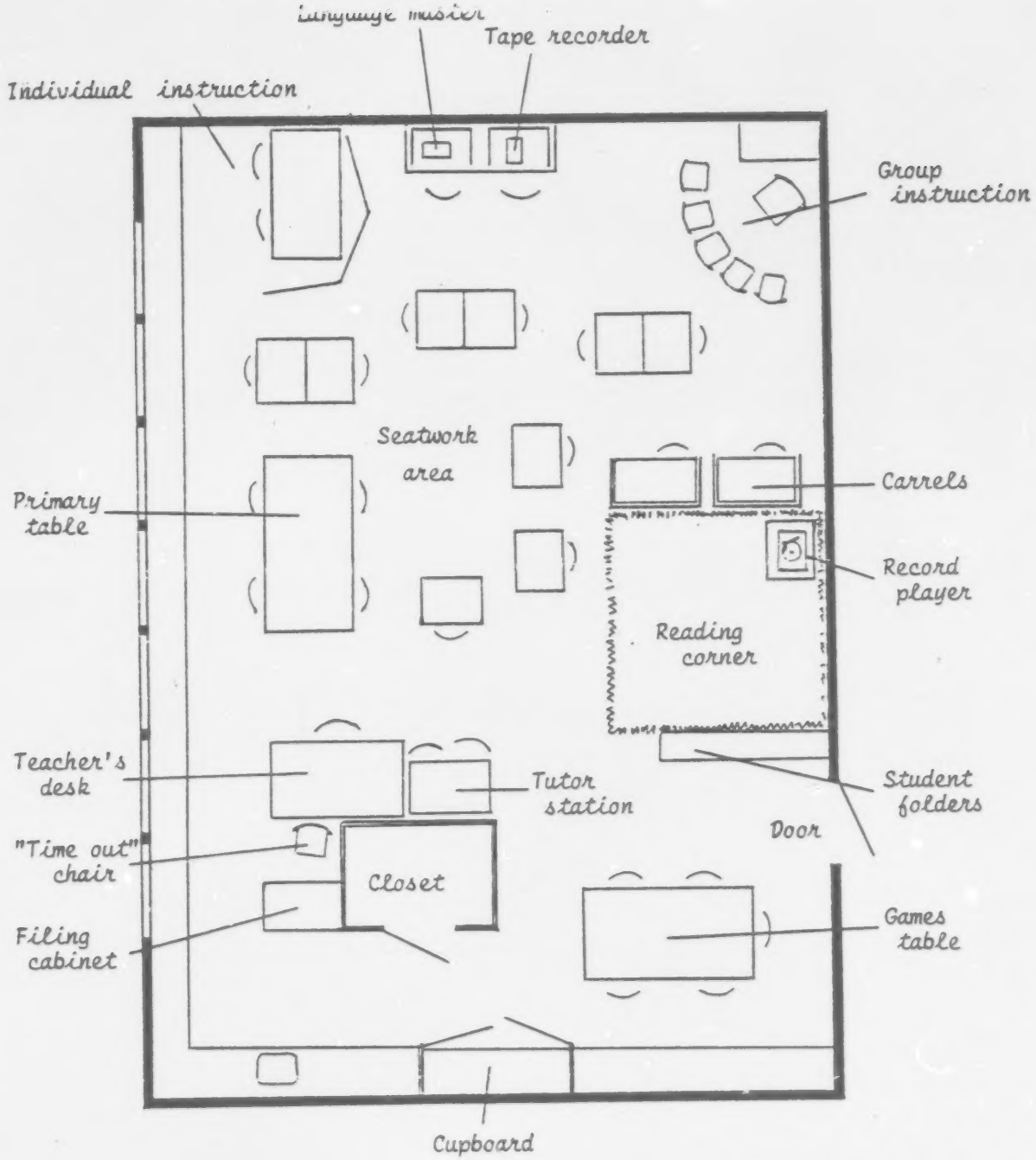
Audio-visual equipment should include a tape-card feedback machine such as a Language Master or Tutorette, and several boxes of tape cards, a cassette recorder and cassettes, a record player, listening post, and headphones. Resource teachers can also make use of an overhead projector.

Examples of teacher-made supplies are achievement or point charts, and flags for the children to signal their need for teacher help. Ideas and assistance in obtaining or making instructional materials is available through local Instructional Materials Centers.

183

EXAMPLE ROOM PLAN

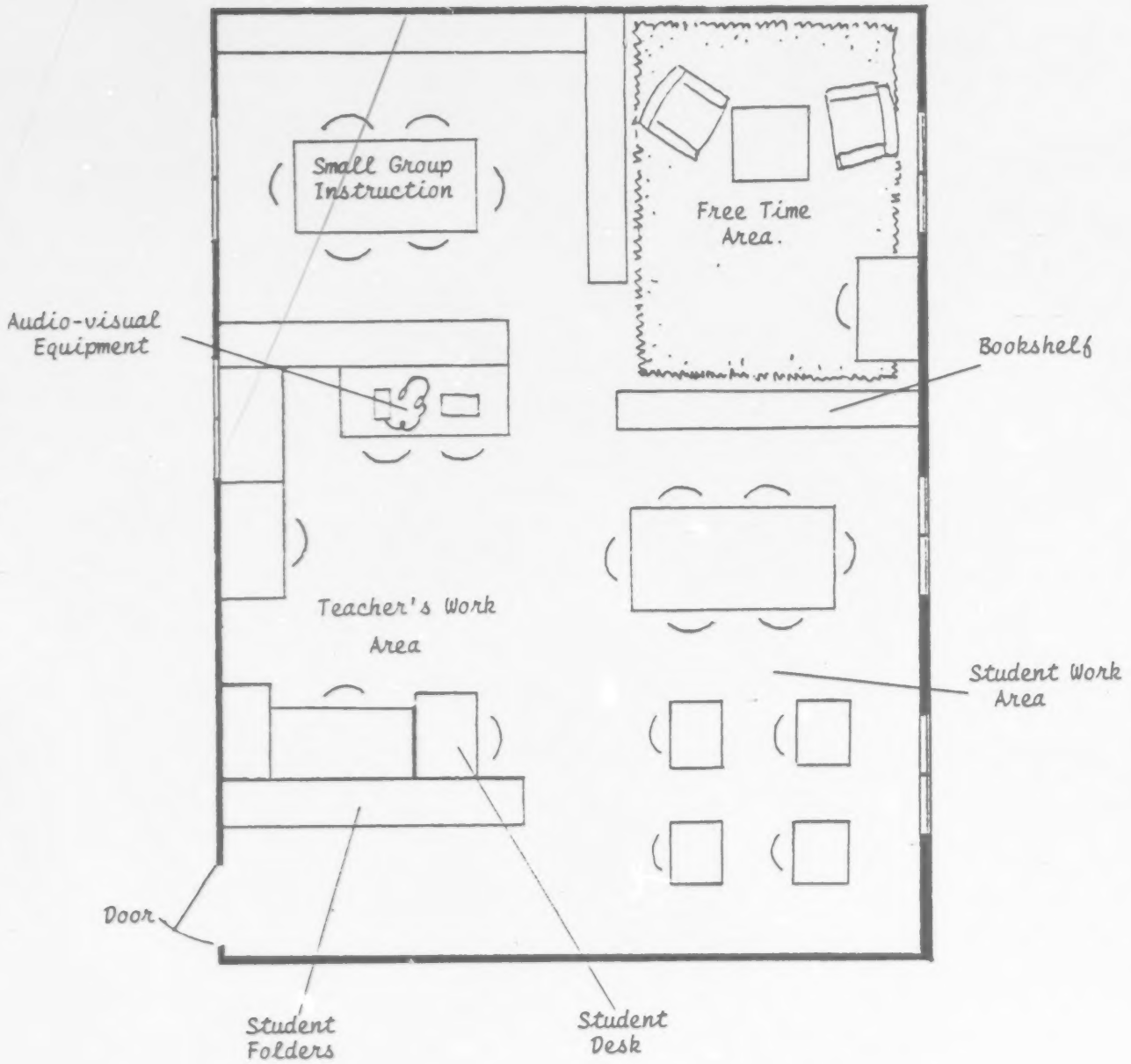
Educational Resource Center



184

EXAMPLE ROOM PLAN

High School Resource Center



185

ERC MATERIALS LIST

Following is a list of suggested literature and equipment for an Educational Resource Center.

Reading Series

Many Centers use the basal reading series adopted by the school. The purpose of using the school-adopted series is to familiarize the students to its vocabulary and eventually reintegrate them into the school's reading program. Reading programs used in the ERCs are:

Lippincott Company 4427 Iberis Street, N.C. Salem, OR 97303	Lippincott
Ginn and Company 162 4th Street Lake Oswego, OR 97034	Ginn 360
Harper & Row Publishers 6375 Clark Ave., Suite 102 Dublin, CA 94566	Harper Row Linguistic Readers
Harcourt, Brace, Jovanovich, Inc. 460 N. Tomahawk Drive Portland, OR 97217	Palo Alto (second edition)
Englemann-Becker Corp. P.O. Box 10459 Eugene, OR 97401	Corrective Reading
Science Research Associates, Inc. 15200 S.W. 133rd Street Tigard, OR 97223	Distar Reading I and II
Monterey Learning Systems 900 Welch Road Palo Alto, CA 94304	Monterey Reading Program

Supplementary Series

Addison-Wesley Publishing Co., Inc. 15500 N.W. Perimeter Drive Beaverton, OR 97005	Jim Forest Series
Benefic Press 4401 S.W. Cobb Way Lake Oswego, OR 97034	Cowboy Sam Series and Can Frontier Series
McGraw-Hill Book Company 1545 S.W. Cloverleaf Road Lake Oswego, OR 97034	New Practice Readers

Science Research Associates, Inc. 15200 S.W. 133rd Street Tigard, OR 97223	SRA Reading Lab I-C
Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, NJ 07632	Individualized reading from Scholastic
McGraw Hill Book Company 1545 S.W. Cloverleaf Road Lake Oswego, OR 97034	Reading for Concepts
Science Research Associates, Inc. 15200 S.W. 133rd Street Tigard, OR 97223	Distar Library Series
Reader's Digest Service, Inc. Educational Division Pleasantville, NY 10570	Reader's Digest Skill Builders
Edmark Associates 13249 Northup Way Bellevue, WA 98005	Edmark Reading Program Henderson Phonics Program

Math Sequences

Math skills files used in the ERC follow the Issaquah Math Sequence (Issaquah, Washington) or the Systems Approach to Individualized Instruction (Josephine County School District, Grants Pass, Oregon). Worksheets in the skills file are a combination of teacher-made and commercially-made worksheets. For low-level math skills Distar Math is often used.

Allied Education Council P.O. Box 78 Galien, MI 49113	Fitzhugh Plus Programs

Spelling Programs

Spelling programs vary according to the needs of the child. Commercial materials include:

Economy Company 1901 N. Walnut Street Box 73125 Oklahoma City, OK 73125	Continuous Progress in Spelling (CPS)

Tests

RRC Diagnostic Inventories
Clinical Services Building
University of Oregon
Eugene, OR 97503

Sample sets
RRC Diagnostic Inventories

ESEA Title III
North Kitsap School District 400
150 High School Road South
Poulsbo, WA 98370

Miscellaneous Equipment

In addition to the normal furniture and equipment, the ERC should be equipped with:

One recipe card file
One large three-ring binder for prescriptive programs
Twenty Poly-tuff three-ring binders for student tests and objectives
One three-ring binder for volunteer notebook
Six clipboards
Eight 60-minute timers
Four response counters
Three stopwatches
One cassette tape recorder
One listening post
Ten headsets
One record player
Two tape-card feedback machines
Five boxes of cards for feedback machine (100/box)
Four wood or cardboard partitions
Two cardboard desk carrels
Four or five blank cassette tapes

Additional materials for Resource Center use, with estimated costs and company where materials can be purchased, have been included on the following pages.

SUPPLIES

FEARON PUBLISHERS, INC.
6 Davis Drive,
Belmont, CA 94002

4515	Money Makes Sense	2.49	(each)
7105	Using Dollars and Sense	2.49	(each)
5850	The remediation of Learning disabilities: A Handbook	13.20	

20th CENTURY PLASTICS, INC
3628 Crenshaw Blvd.
Los Angeles, CA 90016

Double-Vu-Vinyl Sheet Protector Stock #RB3	(100)	19.00

DEVEREUX FOUNDATION
Devon, Pennsylvania 19333

Devereux Rating Scale for Elem. (11¢ each for 200 copies) (Manual - $1.00)	22.00

HOUGHTON-MIFLIN CO
777 California Ave.
Palo Alto, CA 94304

Individualized Computational Skills Program

Set A	1-59900	120.00
Set P	1-60400	59.10

MODERN CURRICULUM PRESS
13900 Prospect Road,
Cleveland, Ohio 44136

Pre-primary Readers

Phonics Workbook

0-87895-106-7	Book A	2.10
0-87895-203-9	Book B	1.98
0-87895-303-5	Book C	1.89

Phonics is Fun

087895-100-8	Book 1	1.92
087895-200-4	Book 2	1.95
087895-300-0	Book 3	1.95

TESTS-FORMS

AMERICAN GUIDANCE SERVICE, INC

Woodcock Reading Mastery Tests	
complete form A test kit #1480	22.00
Form A Response forms (25) #1482	3.85
Key Math Diagnostic Arith. Test	
complete test kit #1480	26.50
Diagnostic Records #1342 (25)	4.55

LEARNING RESOURCE SYSTEMS
Clinical Services Building
University of Oregon
Eugene, OR 97403

System Fore Language, Reading, Math	30.00
RRC Diagnostic Inventories	
Sample Set	5.00

CALIFORNIA TEST BUREAU
Delmonte Research Park, Monterey, CA 93940

Spache Spiral Testing Booklet #10010	3.30
Examiners Record Booklets #10011	
(35)	22.05

BARNELL LOFT, LTD.
958 Church Street.
Balwin, New York 11510

Specific Skill Series

Multi-Level Set	A	$ 82.50
Multi-Level Set	B	82.50

ENGLEMANN BECKER CORP.
P.O. Box 10459
Eugene, Oregon 97401 (485-1163)

Morphographic Spelling

Teacher Presentation Books		45.00
Student workbooks	2 for/	6.00

EDUCATORS PUBLISHING SERVICE, INC.
75 Moulton Street
Cambridge, Massachusetts 02138

200	Gillingham Manual - Green 7th Edition Key	17.50
202	Phonics Drill Cards	6.00
8505	Recipe for Reading	9.50
8750	Alphabet Series; 21 storybooks	18.50

BOWMAR: UNICORN LEARNING PRODUCTS
12620 S. W. First St.
P.O. Box 763
Beaverton, OR 97005

1143	Gold Cup Reading Games - Set 1	45.00
301	The monster series - Set 1	13.65
2122	The monster series - Set 11	16.25

GINN AND CO.
P.O. Box 2649
1250 Fairwood Ave
Columbus, Ohio 43216

Magic Circle Books

Levels 1 and 2 Pkg. # 24839-6	9.95
Levels 3 and 4 Pkg. # 24852-3	14.15

MONTEREY LEARNING SYSTEMS
900 Welch Road
Palo Alto, Calif 94304

#300 Reading Program Books 1 and 2 Starter set	150.00
303 Student response book	1.25
304 Student response book	1.25
305 Student response book	1.25
306 Student response book	1.25
307 Student response book	1.25
308 Student response book	1.25
309 Student response book	1.25
310 Student response book	1.25
311 Student response book	1.25
312 Student response book	1.25
301 Sentence Score Sheet	5.00
302 Accountability Data Sheet	1.25

SCIENCE RESEARCH ASSOCIATES, INC
155 North Wacker Drive
Chicago, Illinois 60606

E.P. Press Corrective Reading Program

7-8480 Teachers materials one set	37.95
7-8483 Student materials book	7.20
7-8484 Placement tests	2.35
3-207700 Schoolhouse; word attack skills kit	99.95
3-207880 Schoolhouse; word attack 1C complete kit	110.00
3-207800 Schoolhouse; Comprehension patterns	99.95

ADDISON-WESLEY
2725 Sand Hill Road
Menlo Park, Calif. 94025

The Kaleidoscope Readers

40851 - One Thing at Once	3.27
40852 - Teachers (reading Level 2.4)	3.57
40853 - Two Blades of Grass	3.27
40854 - Teachers (3.3)	3.57
40855 - Three O'Clock Courage	3.27
40856 - Teachers (4.7)	3.57

WAYNE STATE UNIVERSITY PRESS
5980 Cass Ave.
Detroit, Michigan 48202

Let's Read	12.50

EQUIPMENT

MOORE'S AUDIO-VISUAL SERVICE

Language Master #1757-AW	224.95
Blank Cards #1833B 3x9 (100)	7.00

WESTERN EDUCATIONAL SALES
Portland, OR

Stopwatches	18.00

KIDA COMPANY
127 N W. 3rd Ave.
Portland, OR 97209

Cassett Tape Recorder Sankyo ST60	53.95

SUPPLIES FOR ONE LEARNING CENTER

These supplies should be left in the Learning Center to be used the entire year.

NAME	UNIT	PRICE	SUPPLIER
Equipment	Language Master		
	Main Master	$210.00	Moore's Audio-Visual Service Portland, Oregon
	Mini-master	129.95	
	Phonic Program Cards(1 set @ $45.00)	45.00	
	Blank Cards $6.00 - $12.00 (Range) Set	12.00	" "
	Sync-sound Film-strip projector Hitachi	169.00	Educational Systems Beaverton, Oregon
	Digitor (Tudor Model) Centurion Manufacturing	130.00	" "
	Listening Center and Posts	50.00	" "
	Cassett Tape Re-corder (2 @ $53.00 Each)	106.00	Kida Company Portland, Oregon
	Dataman - Teaching Computer (2 @ $22.95)	45.90	Western Educational Sales Portland, Ore.
	Stopwatches (2 @ $18.00 each)	36.00	" "
	Timer	3.00	" "
	* TOTAL EQUIP. COSTS -	$936.85	
Instructional Aides			
	Peabody Language Development Kits Primary through 4 (@ $60.00 Each)	$240.00	American Guidance Service. Circle Pines, Minn.
	System Fore Language, Reading Math (@ $30.00 a Set)	30.00	Learning Resource Systems. Clinical Services Bldg. University of Oregon Eugene, Oregon 97403

NAME	UNIT	PRICE	SUPPLIER
Instructional Aides			
	Color Cubes (5 @ $2.00 Each)	$10.00	Ideal School Supply Oak Lawn, Ill.
	Peg Designs (1 @ $11.00 Each)	11.00	Development Learning Material 7440 Natchez Ave. Niles, Ill. 60648
	Peg Boards (5 @ $1.50 each)	7.50	" "
	Pegs (3 boxes @ $3.00 Each)	9.00	" "
	Stencils (3 boxes @ $4.00 Each)	12.00	" "
	Puzzles (3 @ $5.00 Each)	15.00	" "
	Sequence Story Cards (Sets 1,2,3,4,5 @ $3.25 each)	16.25	" "
	Association Cards (Sets 1,2,3 @ $5.75 Each)	17.25	" "
	Sound Foundations I Sound Foundations II (@ $18.00 Each)	36.00	" "
	Moving up in Numbers	21.00	" "
	Moving up in Time	21.00	" "
	Moving up in Money	21.00	" "
	Starting Off with Numbers	36.00	" "
	Buzzer Boards	9.75	" "
	Pattern Cards for Buzzer Boards	3.50	" "
	See it, Do it (Set)	25.00	" "

NAME	UNIT	PRICE	SUPPLIER
Instructional Aides			
	Phonic Refresher	$ 5.75	Development Learning Material 7440 Natchez Ave. Niles, Ill. 60648
	Sequencing Beads	7.25	Teaching Resources 100 Boylston St. Boston, Mass. 02116
	Pattern Cards	2.75	" "
	Language Cards Categories: $12.80 a set Parts of Speech	12.80 29.95	" " " "
	Attribute Kit	10.95	" "
	Auditory Discrimination in Depth	39.50	" "
	Geometric Shapes and Association Cards	9.95	" "
	Consonant Cards	5.95	Ideal School Supply Oak Lawn, Ill.
	Vowel Cards	5.95	" "
	Digraphs and Blends	5.95	" "
	Specific Skills Series (complete set)	70.00 (Approx.)	Barnell-Loft Company 958 Church St. Baldwin, L.I. N.Y. 11510
	Sprint Libraries 1,2,3,4,5 - Approx. $120.00 includes sets of book, teacher manual, worksheets.	120.00	Scholastic Press
	Sounder - Classroom Set (Approx.)	200.00	Edmark Associates 13241 Northrup Way Bellevue, Wn. 98005

NAME	UNIT	PRICE	SUPPLIER
Instructional Aides			
	Fokes Sentence Bldr. Set (Approx.)	$ 46.50	Teaching Resources 100 Boylston St. Boston, Mass. 02116
	S.I.M.S. Reading and Spelling	16.00	Minneapolis Special School District #1.
	S.I.M.S. Language Program	40.00	" "
	M.E.S.T. Language Program	65.00	Specialized Services
	DLM Color Cued Paper (ream)	5.50	DLM Supply Company
TOTAL INSTRUCTIONAL AIDES COSTS:		$1,241.00	
Workbooks/Programs			
	Primary Phonics 1,2,3,4,5 complete set	$ 30.00	Educators Publishing Service 75 Moulton St. Cambridge, Mass. 02138
	Primary Phonics with Workbooks 1,2,3,4,5 Complete set	30.00	" "
	Recipe for Reading-Teacher manuel and set	30.00	" "
	Jewel Box	15.00	" "
	Johnson Handwriting Program 1,2,3, @ $1.60 each	4.80	" "
	LINCS (Auditory Visual, Tactile, Kinethetic) 1,2,3 @ $1.60 Each	4.80	" "
	Stearns Structured Reading A,B,C,D,E, @ $2.00 Each (5 sets) 25 Workbooks	50.00	Northwest Textbooks Beaverton, Oregon

NAME	UNIT	PRICE	SUPPLIER
Workbook/Programs			
	Phonics Workbooks - A,B,C, @ $2.00 each 15 workbooks	30.00	Modern Curriculum Press Cleveland, Ohio
	Sullivan Programmed Reading Levels 1-21 @ $2.00 Each 2 sets	84.00	Sullivan Associates Program Webster Division McGraw Hill, St. Louis MO.
	Michigan Tracking Program Symbol, Letter, Cursive, Work Per Set	40.00	Ann Arbor Publishers P.O. Box 388 Worthington, Ohio 43085
	Cues and Comprehension Level I @ $2.50 each	2.50	" "
	Mastery Drills Levels 1-8 @ $.90 each . 5-sets Approx. 40 books	40.00	Hayes School Publishing 321 Pennwood Ave. Wilkinsburg, Pa. 15221
	Individualized Computational Skills Program Complete set at $90.00	90.00	Houghton Mifflin Co.
	Stearns Structured Arithmetic Level 1,2,3, @ $2.00 each 5 sets 15 workbooks	30.00	Northwest Textbooks
	Monterey Reading Program - 2 books (set)	150.00	Monterey Language Systems
	Childrens' Workbooks - each	1.25	" "
	Score Sheets 100/pad	5.00	" "
	TOTAL	360.00	Approx.
	Morphographic Spelling @ $45.00 a set.	45.00	S.R.A. Company

NAME	UNIT	PRICE	SUPPLIER
	E.B. Press Corrective Reading		S.R.A. Company
	Teachers Guide	30.00	
	Workbooks @ $6.50 Each	4.50 65.00	
	Tests	2.00	
	TOTAL	100.00	
TOTAL	WORKBOOK/PROGRAM COSTS	$986.10	

Miscellaneous

Vinyl Sheet Projectors 100 @ $18.00 per box of 100.	18.00	20th Century Plastics 3628 Crenshaw Blvd. Los Angeles, Ca. 90016
Ditto Paper @ $1.35 a ream.	135.00	" "
Thermox Fax Masters 2 boxes @ $3.00 a box	6.00	" "
Dittos @ $3.00 a box	15.00	" "
Crayons, Pencils and Markers, etc.	50.00	" "
TOTAL MISCELLANEOUS COSTS:	$ 224.00	

EQUIPMENT

Magazine Subscriptions:

National Geographic WORLD 1 @ $7.00 per year.	$ 7.00
National Wildlife RANGER RICK @ $8.50 per year	8.50
MAGAZINE SUBSCRIPTION TOTAL:	$ 15.50

SUPPLIES FOR ONE LEARNING CENTER

Equipment Costs	$ 936.85
Instructional Aides Costs	1,241.00
Workbook/Programs	986.10
Miscellaneous	224.00
Magazine Subscriptions	15.50
TOTAL COST for One Center	$3,403.45

PUBLISHERS

Frank E. Richards Publishing Co.
PO Box 66
Phoenix, New York 13135

Barnell Loft, Ltd.
958 Church Street
Baldwin, New York 11510

Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Creative Publications, Inc.
PO Box 10328
Palo Alto, CA 94303

Oregon Literacy, Inc.
510 S.W. Third Avenue, Rm. 327
Portland, Oregon 97204

Principal's Guide to Mainstreaming
Croft N.E.I. Publications
24 Rope Ferry Rd.
Waterford, Conn. 06386

Monterey Learning Systems
900 Welch Rd.
Palo Alto, California 94304

Jamestown Publishers
Walter Pauk, Ph.d.
Dir. R. Study Center
Cornell University

Controlled Reader
Ed. Develop Laborities
McGraw-Hill
New York, New York

Activities Program for Turning Point
McCormick - Mathers Publishing Co.
Cincinnati, Ohio 45202

Project R-3
Herbert Hoover Jr. High
S. Jose Unified School District
1635 Park Avenue
San Jose, California 287-1111 (408)

Utah Time Telling
Belmont, California
Time and Telling Time
Bertha May Wiley
Fearon Publishers
6 Davis Drive
Belmont, California 94002

Washington Spelling Program
University of Washington
Educational Learning Centers
U. of W.
Seattle, Washington

S.R.A. - Dimensions
Manpower & Natural Resources

Flash X, E.D.L. McGraw Hill

VOLUNTEER RECRUITMENT, TRAINING AND EVALUATION

Volunteers in the ERC program are generally selected from junior high, high school and college programs or the community.

Recruiting

Once the need is established for additional assistance in the room, the ERC teacher may recruit an aide through a general survey of the community, a check with school counselors, principals, volunteer agencies, social groups or college student service organizations. This should provide a varied selection from which to choose.

The volunteer is screened and interviewed by the ERC teacher and sometimes by the instructional aide and building principal. At this time, the amount of experience the volunteer has had with children and the amount of time the volunteer has to offer the program is assessed.

In order to warrant the time involved in the training of a volunteer, a commitment of a minimum of three hours a week should be required.

To insure the reliability of a volunteer (especially in the case of junior high and high school students) it helps to draw up a contract of responsibilities to be approved and signed by the volunteer, the school counselor, parents of the volunteer and the ERC teacher.

Training Procedures

Prior to the step-by-step training of the volunteer, an inservice ERC orientation lecture is given.

Then the trainee is given a pretest on behavioral terminology and situational problems. This shows the ERC teacher the volunteer's knowledge, strengths and weaknesses. The pretest can later be compared to the posttest to measure improvement.

Next, the trainer models the teaching task(s) to which the volunteer will be assigned. The volunteer should be told to notice both teaching procedures

and management skills.

Then the volunteer performs the task(s) while the trainer observes, filling out the Observation Form. Afterward, the trainer sets a time to discuss the observation and answer questions.

Any trainee working for a substantial block of time each week should be exposed to or trained in a variety of jobs at the ERC. If the volunteer's time is limited, he/she should be trained in a specific area of instruction or given the opportunity to select certain areas of interest.

Records Kept on Trainee

Daily records of the volunteer's hours are recorded.

Weekly reliability evaluations are made by the ERC teacher on specified volunteer responsibilities. The teacher evaluates management and teaching procedures, and then informs the volunteer of his/her strengths and weaknesses.

Volunteer training and testing materials follow.

TRAINING MANUAL

The following is a training manual to be used in training new personnel entering the Educational Resource Center in resource room management.

The training manual involves the trainee in step-by-step procedures used in the Educational Resource Center. The trainee first observes in the ERC, then experiences each of the jobs in the ERC, administers testing materials and writes objectives based on the results, and finally, the trainee writes both a Behavior Management and Academic Prescriptive Program.

The trainee is supervised throughout the training sessions. Objectives the trainee must meet and methods to evaluate these objectives are also included in the training procedure.

Accompanying the training manual is an outline of subjects to be covered during an inservice lecture.

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
I. Pre Service Lecture		
II. Trainee Observes ERC in Progress		
A. Trainee observes ERC in progress for a <u>minimum</u> of one hour.	A. Trainee observes in ERC 1. Trainee has no interaction with students in ERC. ___ 2. Trainee takes volunteer pre/posttest. ___ 3. Trainee reads volunteer/aide notebook. ___ 4. Trainee reads articles "<u>How To Take The Put-downs Out of Praise</u>" and "<u>Sixty-five Ways to Say 'Good For You.'</u>" 5. Trainee observes each of the following as modeled by ERC teacher: ___ a. Group and individual teaching session (one in math and the other in reading). ___ b. Floor management. ___ c. Time tests.	A. Trainee signs attendance forms as to the hours present in ERC. Pretest score. Attendance information.
B. Trainee completes teacher observation form with 90% reliability during observation of ERC teacher administering a prescriptive program.	B. Trainee is instructed in use of Teacher Observation Form or comparable observation form specified by the trainer. ___ 1. Trainee instructed in use of Observation Form. ___ 2. Trainee observes ERC teacher using Teacher Observation Form.	B. Trainee meets 90% reliability check on completion of Teacher Observation Form. Date: Score:

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	___ 3. Trainee uses form the following day while observing the above teaching stations in A-3. Trainer observes for same time period using the same form.	
	___ 4. Trainee discusses observation with trainer, and trainer determines reliability of observations.	
III. Trainee Administers Time Tests		
A. Trainee administers time-test in reading or math with 100% reliability check with trainer.	A. Trainee observes at time-test station and administers time-test.	A. Trainer measures trainee's reliability in administering time-test by using the time-test being administered during observation of trainee.
	___ 1. Trainee reads all time-test programs.	
	___ 2. Trainee observes one time-test in a reading skill and one in a math skill administered by trainer.	
	___ 3. Trainer gives trainee time-test in letter sounds. (Trainee meets criteria of _____ on Says Sounds Test.)	
	___ 4. Trainee is instructed in use of stopwatch for one-minute-time-test.	
	___ 5. Trainee is assigned either reading or math time-test to administer.	
	___ 6. Trainee rereads program to be administered.	

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	_____ 7. Trainee prepares materials needed in administering time-test.	
	_____ 8. Trainee administers time-test to student while trainer observes.	Date:
	_____ 9. Trainee discusses time-test with trainer and their scores are compared.	Score:
B. Trainee records data from time-test with 100% accuracy.	B. Trainer instructs trainee in data procedures.	B. Trainee records data from results of time-test on Daily Data Sheet and Station Check Sheet.
	_____ 1. Trainee observes trainer recording data from results of time-test.	
	_____ 2. Trainee records data on Daily Data Sheet and Station Check Sheet after administering time-test.	Date:
	_____ 3. Trainer observes trainee recording data.	Score:
	_____ 4. Trainer models again at trainee's request.	
IV. Trainee Teaches: Individual, Small Group, Floor Management		
A. Trainee is _____% accurate in presenting cues and consequences in individual teaching situation with a ratio of 4:1, positive to negative consequences.	A. Trainee teaches individual in math.	A. Trainee's accuracy in individual teaching situation is measured on Teacher Observation Form by trainer.
	_____ 1. Trainee reads program to be administered by trainer.	
	_____ 2. Trainer models program while trainee observes using Teacher Observation Form.	

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	3. Trainee discusses results of observation with trainer. 4. Trainee prepares materials needed in presenting program. 5. Trainee teaches while trainer observes using Teacher Observation Form. 6. Trainer discusses results of observations with trainee. 7. Trainer models again at trainee's request.	Date: Cues appropriate: Consequences appropriate: Ratio +/-:
B. Trainee is _____% accurate in presenting cues and consequences in small group teaching situation with a ratio of 4:1 positive to negative consequences.	B. Trainee teaches small group in reading. 1. Trainee reads program or lesson manual. 2. Trainer models program while trainee observes using Teacher Observation Form. 3. Trainee discusses results of observation with trainer. 4. Trainee prepares materials needed in presenting program. 5. Trainee teaches while trainer observes using Teacher Observation Form. 6. Trainer discusses results of observation with trainee. 7. Trainer models again at trainee's request.	B. Trainee's accuracy in small group teaching situation is measured on Teacher Observation Form by trainer. Date: Cues appropriate: Consequences appropriate: Ratio +/-:

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
C. Trainee manages the "floor" during a 10-minute observation period meeting the following criteria: 1. Maintains an average student attending rate of 80% or higher. 2. Gives 90% appropriate consequences with a ratio of 4:1 positive to negative. 3. Spends an average of no more than 30 seconds with each student. 4. Records data with 90% accuracy. ("Floor" refers to the independent work area for the students in the ERC.)	C. Trainee demonstrates ability as floor manager. ___ 1. Trainee reads all floor management programs (programs done independently by students at their desk rather than in a teaching situation). ___ 2. Trainer models floor management for 20 minutes while trainee observes using Teacher Observation Form and stopwatch. ___ 3. Trainee discusses results of observation with trainer. ___ 4. Trainee manages "floor" for 10 minutes while trainer observes using Teacher Observation Form. ___ 5. Trainer checks data recorded by trainee. ___ 6. Trainer discusses results of observation with trainee. ___ 7. Trainer models again at trainee's request.	C. Trainer uses Teacher Observation Form and stopwatch in measuring trainee's performance as floor manager Date: Attending: Consequences: Ratio +'-: Time/Student: Data:
V. Trainee Selects Seatwork		
A. Trainee programs student's seatwork using Daily Data Sheet with 100% accuracy.	A. Trainee reads student's Daily Data Sheet and determines seatwork for that student. ___ 1. Trainer instructs trainee in using Daily Data Sheets to select a child's seatwork.	A. Trainer checks the student's Daily Data Sheet to determine whether the trainee met 100% accuracy in programming for the student's seatwork.

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	___ 2. Trainer instructs trainee in the location of instructional materials.	Date:
	___ 3. Trainee selects the following day's seatwork for a child using the Daily Data Sheet.	Score:
VI. Trainee Writes Academic and Behavior Programs		
A. Trainee writes one academic program and one behavior program with 90% accuracy.	A. Trainee designs and writes academic and behavior programs with supervision of trainer.	A. Trainer uses the Guidelines for Writing the Academic and Behavior Management Programs to evaluate trainee's accuracy.
	___ 1. Trainer meets with trainee and assigns one academic prescriptive program and one behavior management program to be designed and written by trainee.	Date:
	___ 2. Trainee follows guidelines for writing prescriptive programs and behavior management programs.	Score:
	___ 3. Trainee meets with trainer on a regular basis to review materials being written by trainee and answer questions.	
	___ 4. Trainee completes the two programs and gives them to trainer for final evaluation.	
	___ 5. Trainee works on programs until 90% accuracy is met.	
VII. Trainee Administers Testing Materials and Writes Objectives for a Student Based on the Results		
A. Trainee administers testing materials to student with 85% accuracy.	A. Trainee observes and administers testing materials to student, one in each of the basic skills as selected by the trainer.	A. Trainer uses testing materials in observing and evaluating testing procedures used by trainee.

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	___ 1. Trainee reads testing manual on presentation and evaluation of those testing materials to be used by trainer.	Date: Score:
	___ 2. Trainee observes trainer administering the test.	
	___ 3. Trainer discusses with trainee the administration of the test.	
	___ 4. Trainee administers test to a new referral using assessment materials used by trainer in prior observation.	
	___ 5. Trainer observes trainee administering pretest.	
	___ 6. Trainee discuss with trainer the results of the test.	
	___ 7. Trainer models again at trainee's request.	
B. Trainee writes objectives for student, based on results of testing materials, with 85% accuracy.	B. Trainee scores test results and writes objectives for student.	B. Trainer uses testing results in evaluating the objectives written by trainee.
	___ 1. Trainee scores results with trainer's supervision.	
	___ 2. Trainee identifies specific skill deficits on completion of scoring test results.	
	___ 3. Trainee writes objectives for student based on test results.	

VOLUNTEER PRE/POST TEST

DIRECTIONS: Circle the correct letter or letters that best answer each question.

I. WHEN DEALING WITH A CHILD ONE-TO-ONE

A. When you are working with one child and he/she doesn't respond to your request to start working, you should:

(1) Notify teacher or assistant
(2) Remind him/her that the work must be finished before any other activity
(3) Demand that he/she work or else
(4) Squeeze his/her arm till he/she works

B. A student hits you for some reason. You should:

(1) Pretend you are really hurt
(2) Hit the student back immediately
(3) Ignore it
(4) Inform the teacher immediately

II. WHEN WORKING WITH A GROUP

A. In working with a group, one child starts bothering another child. You should:

(1) Give praise to those who are working or attending
(2) Tell him to knock it off
(3) Ignore the behavior and do nothing
(4) Place him/her in time-out

III. WHEN RECORDING SCORES

A. When a child needs help on a word or problem, then gives the correct answer, you should:

(1) Count it as an error when recording
(2) Count it correct when recording
(3) Don't count it
(4) Give him/her a second chance

B. When recording Say Sounds on Daily Data Sheet, after the child has read 5 wrong and 32 right, you should record in which of the following ways:

(1) 5/32
(2) 27
(3) 32/5
(4) 32 correct/5 errors

IV. WHEN ON THE FLOOR

A. The classroom teacher is working with a child; you need an answer to a minor question. You should:

(1) Get the teacher's attention by saying his/her name
(2) Get the teacher's attention by standing over his/her shoulder
(3) Ask the assistant if he/she is not busy
(4) Wait for a break

B. A child is being punished or ignored and starts popping up from behind the screen. If teacher and assistant are both busy, you should:

(1) Ignore the child
(2) Tell him/her to be quiet right now
(3) Praise those children who are quiet
(4) Tell the class to look at this student; he/she's in time-out and still not quiet

C. You are the floor manager. The teacher and assistant are working with small groups. A child is having trouble with an assignment. When you respond to his/her raised flag, he/she requests the help of the other teacher. You should:

(1) Ask the teacher for help
(2) Tell the child not to argue
(3) Force the child to do it your way
(4) Tell the child while you are working with him/her, <u>you</u> are the teacher

D. A child sits with his/her flag up and calls out, "Hey, I have my flag up." You should:

(1) Praise the child for raising the flag and help him/her
(2) Tell the child to be quiet, then he/she'll get help
(3) Help and reinforce someone else who is sitting quietly with flag up
(4) None of the above

E. If a child is sitting quietly in his seat with a book out and flag up and you are working on the floor, you should:

(1) Praise and thank the child for waiting with flag up, then help him/her
(2) Hope it will rub off on others
(3) Ignore and help someone who has hand up
(4) Both (1) and (2)

F. When you walk into the room a student talks out to you with a statement or a question. You should:

(1) Place him/her in time out
(2) Say good morning and answer the question
(3) Indicate you heard him/her, but let him know you can't respond
(4) Ignore until flag is up or free time

G. A child completes a math assignment with 50% errors. First thing you should do is:

(1) Tell child to do the page over
(2) Check the errors with red checks and have the child correct them
(3) Say "Wow, you really did a good job."
(4) Focus on all the correct ones then point out the errors for correction

H. A student asks you a question that you do not know the answer to. You should:

(1) Make up an answer so you don't look bad.
(2) Tell the student it is not an important point and go on
(3) Ignore the question
(4) Admit you don't know and work on finding out the answer

V. POLICIES

A. You are sick and cannot come to class on time. You should:

(1) Just don't show up and tell the teacher the next time you are there
(2) Come anyway because you have work to do
(3) Call in as soon as you know so the teacher will not plan for you
(4) None of the above

B. All you ever do is run dittoes and staple. You're fed up and want to do something else. You should:

(1) Quit
(2) Ask for a transfer to another time
(3) Do poor work
(4) Discuss feeling with teacher

VOLUNTEER PRESERVICE LECTURE

I. The Educational Resource Centers Concept

A. Defining the ERC

1. An instructional setting to which a student comes for specified periods of time.

2. The ERC teacher provides instructional support to both the student and his/her teacher.

B. Student attends both a regular classroom and the ERC.

1. Student attends the ERC only part-time on a regularly scheduled basis.

2. Student remains in a regular classroom for at least a portion of the day.

II. Type of students eligible for service.

A. The ERC serves elementary students who are eligible for service as:

1. Educable Mentally Retarded
2. Learning Disabled
3. Emotionally Handicapped
4. Physically Handicapped

B. Students served on first come, first served basis with the following priorities:

1. Most severely handicapped
2. First grade and primary students in the elementary ERC
3. Students who don't fit the above as space permits

III. Referral Procedures

A. Students are referred by school, parents, or agency.

B. Referral staffing is held.

Parents of student, principal, ERC teacher, and person who initiated the referral (either student's teacher or agency) are invited.

C. Referral staffing report is written.

1. Statement includes history of student, (statement of problem), current functioning, recommendations, and a

list of terminal objectives for student.

2. Everyone attending staffing receives a written copy of the report.

IV. Scheduling ERC students

A. Regular classroom assignment.

1. A student new to the school is assigned a regular classroom on the basis of chronological age and current academic and social functioning.

2. The principal makes the final decision regarding the regular classroom placement of a student.

B. ERC teacher meets with student's regular classroom teacher.

1. ERC teacher is responsible for setting meeting with regular teacher.

2. ERC teacher may want to discuss specific procedures needed in working with a particular problem (example: physical handicap).

3. ERC teacher is responsible for offering to help obtain work materials for the student while he/she is in the regular classroom.

C. ERC teacher and student's regular teacher establish schedule for student.

1. Student's regular teacher presents daily classroom schedule to ERC teacher.

2. ERC teacher discusses with regular teacher mainstreaming the student in regular class for social activities such as music, art, P.E., and lunch.

3. The two teachers agree on placement of student in regular class for those areas where student can participate successfully.

4. ERC teacher records those times student will participate with regular class on scheduling in ERC.

The scheduling chart is composed of the student's name and the times during the day the student will be attending either the ERC or the regular classroom.

5. ERC teacher programs for new student based on the terminal objectives set at the staffing.

   a. ERC teacher measures current academic ability using assessment materials.

   b. ERC teacher develops an instructional sequence to meet the terminal objectives.

V. Physical Organization of ERC

   A. The ERC is located in a public school.

   B. The ERC is located near the center of the school building for easy access to all classrooms.

   C. The ERC is divided into teaching stations.

      1. Central independent seatwork area.

      2. Direct teaching stations involving math and reading.

      3. Time test station.

      4. Free time area.

         a. Instructional games
         b. Library of books at different reading levels.

   D. Study carrels or some type of partition is necessary in dividing room into teaching stations.

   E. The ERC teacher may consider employing a signaling device to be used by the student when in need of help.

VI. Specific Teaching jobs in ERC (A detailed description of each of these jobs can be found in "Training Procedures").

   A. Giving time tests.

   B. Direct teaching of individuals and small groups in reading and math.

   C. Floor managing, supervising the independent seatwork area, free time area, and implementing behavior management programs.

VII. Behavior Required of Trainee

   A. Specific information pertaining to ERC students is not to be discussed outside of ERC.

B. The principal is to be involved in all decision making pertaining to activities involving the regular school and its staff.

C. Cooperation with other staff members outside of ERC such as duties.

VIII. Required Reading Materials (The following reading list varies with each Center. Based on the skills of the trainee, the ERC teacher decides what materials will be required and what scoring methods will be used.)

A. Pretest is given on behavioral terminology based on teaching research exam.

1. Trainee must score 90 percent on pretest or the test must be taken again until 90 percent score or better is reached.

2. Handout on behavior terminology and definitions from pretest are given after first pretest.

B. Books

1. Books 1 - 6 of Vance Hall series.

Trainee turns in written responses to self-tests with scores of 90 percent or better.

2. Hammill, L. The Resource Room: Rationale and Implementation. Philadelphia: Bottonwood Farm, Inc., 1972.

3. Patterson, Gerald. Living with Children. Research Press, 1968.

4. Becker, Wesley. Parents are Teachers. Research Press, 1971.

5. Becker, Wesley. Teaching a Course in Applied Psychology. Science Research Association, Inc., 1971.

6. Sulzer, Beth. Behavior Modification Procedures for School Personnel. Dryden Press, 1972.

7. Engelmann, Siegfried. Preventing Failure in the Primary Grades. Science Research Association, 1969.

PROGRAMS FOR MILDLY HANDICAPPED
Jackson County Intermediate Education District
101 North Grape Street
Medford, Oregon 97501

TEACHER POSITION DESCRIPTION AND EVALUATION

The attached performance responsibilities will be used as the basis for the Oregon State Teacher Performance Evaluation on which recommendations for hiring for the next school year are made. They are to be read and signed by the teacher and supervisor. The supervisor will evaluate each teacher's performance on the performance responsibilities for each evaluation period ending November 30, February 25, and May 31, of the present school year. The supervisor and teacher will review and discuss the evaluation no later than 10 days after the evaluation period, and both will sign when completed. The teacher may write any comments she/he cares to make on the evaluation form.

I have read the attached performance responsibilities and understand that I must meet _____% of the objectives each evaluation period to be recommended for the next school year.

I understand that if I have not met _____% of the performance responsibilities I may not be recommended to be rehired for the next school year.

_____ _____
Teacher Date

_____ _____
Supervisor Date

PROGRAMS FOR MILDLY HANDICAPPED
Jackson County IED
Medford, Oregon 97501

TITLE: TEACHER - PROGRAMS FOR MILDLY HANDICAPPED

POSITION GOAL. Plan, implement and monitor individualized educational programs for assigned mildly handicapped students.

PERFORMANCE RESPONSIBILITIES:

I. Student Curriculum Development/Management

a. Conducts & records all student staffings & conferences correctly, completing 95% of information required on staffing or conference forms.

b. Assesses student performance using a minimum of two diagnostic instruments designed to measure the student's functioning level.

c. Develops appropriate individual educational programs for all students based on assessment.

d. Implements individual educational programs for all students within two weeks of each student's entrance into the program and/or within two weeks of beginning of the quarter.

II. Instruction

a. Prepares written student program schedule within one week of programming or beginning of the quarter in the ERC.

b. Follows prescriptive program format, delivering cues & consequences appropriately with 80% accuracy.

c. Collects & records data, using the daily data forms & daily data marking code with 90% accuracy.

d. Establishes, posts & maintains classroom rules, within one week of school opening, for the entire school year. Rules should be stated in positive terms & explained to the students.

e. Consequates appropriate & inappropriate behavior with an average of 80% accuracy.

f. Writes & implements specific behavior programs for individual students as needed. Teacher or supervisor will determine need for program based on at least two observations of teacher behavior and pupil behavior.

g. Writes instructional programs according to program writing guidelines.

h. Reviews & updates instructional programs daily.

i. Alters programs as indicated by the alteration criteria within five days.

j. Pretests students within two weeks of entering the progra or beginning a quarter. Posttests students by the end of a quarter.

Performance
Responsibilities (continued)

III. Personnel Supervision

a. Trains instructional aides & volunteers in the following areas:

classroom daily schedule
use of program materials
individualized program presentation
updating, alteration of prescriptive programs.

b. Prepares & maintains substitute teacher instructions.

IV. Time/Facilities Responsibilities

a. Prepares room, available materials & equipment to provide for efficient classroom operation within 10 working days of the beginning of the school year.

b. Maintains room, materials & equipment to provide for efficient classroom operation.

c. Returns appropriate program forms to ERC office by the date indicated 90% of the time.

V. Communications

a. Maintains telephone & personal contact log of family/guardian contacts. The log will include parents' name, phone number & date & a brief statement as to the content of the call or contact.

b. Discusses, presents, interacts with staff & other teachers, representing the IED program in a positive manner.

c. Contacts & communicates effectively with community resources when needed. Log of contacts is maintained.

d. Participates in regular school activities, assigned duties, such as faculty meetings, duty rosters, etc.

e. Attends 80% of staff meetings regarding inservice topics & important information regarding the ongoing improvement of our programs. Can be excused from meeting by calling the program secretary & stating reason for absence prior to meeting.

f. Reads & implements appropriate program/resource materials, i.e. Adopter's Guide, Teacher's Manual, for program development.

VI. Professional Growth and Development

a. Negotiates & finalizes in writing, growth objectives with supervisor.

b. Completes growth objectives in accordance with a negotiated time-line.

MINIMUM QUALIFICATIONS:

Valid Oregon Teaching Certificate
and
Extreme Learning Problems Endorsement
and/or
Educable Mentally Retarded Endorsement
or
Handicapped Learners Endorsement

LENGTH OF CONTRACT: 190 days or as assigned.

WORKING HOURS: 8:00 a.m. - 4:00 p.m. or as specified in assigned building.

SALARY: Certified Employees Schedule, Jackson County Education Association - Jackson County Intermediate Education District

IMMEDIATE SUPERVISOR: Supervisor, Programs for Mildly Handicapped

PROGRAMS FOR MILDLY HANDICAPPED
Jackson County IED
Medford, Oregon 97501

TEACHER EVALUATION

Recording Key for Evaluation. Supervisor will record 1 for each item correctly completed, .5 for each item partially completed, and 0 for each item not completed. Speace is left under each box for items which require individual tallying.

I. STUDENT CURRICULUM DEVELOPMENT/MANAGEMENT

	1st Evaluation	2nd Evaluation	3rd Evaluation
1. Conducts and records all student staffings and conferences correctly, completing 95% of information required on staffing or conference forms. Evaluation: Supervisor checks staffing or conference forms for teacher's signature. Supervisor checks completeness of information on forms.			
2. Assesses student performance using a minimum of two diagnostic instruments designed to measure the student's functioning level. Evaluation: Supervisor checks current performance section of IEP for listing of diagnostic instruments.			
3. Develops appropriate individual educational programs for all students based on assessment. Evaluation: Supervisor checks randomly, a minimum of five quarterly objectives records and IEP's and compares with assessment results.			
4. Implements individual educational programs for all students within two weeks of each student's entrance into the program and/or within two weeks of beginning of the quarter. Evaluation: Supervisor checks implementation dates of programs on seven random students and the student's program entry dates.			

Programs for Mildly Handicapped
Teacher's Evaluation - Page 2

II. INSTRUCTION

1. Prepares written student program schedule within one week of programming or beginning of the quarter in the ERC. Evaluation: Supervisor will look at schedule the second week of the quarter.	
2. Follows prescriptive program format, delivering cues and consequences appropriately with 80% accuracy. Evaluation: Supervisor will make a minimum of two separate 15 minute observations of the teacher, using the ERC observation form.	
3. Collects and records data, using the daily data forms and daily data marking code with 90% accuracy. Evaluation: Given a random sample of data sheets for seven students, all data will be collected and recorded with 90% accuracy, averaging in every entry on each sheet.	
4. Establishes, posts and maintains classroom rules, within one week of school opening, for the entire school year. Rules should be stated in positive terms and explained to the students. Evaluation: Supervisor checks for posted rules and asks random student to explain what the sign/rule is.	

II. Instruction (continued)

5. Consequates appropriate and inappropriate behavior with an average of 80% accuracy. Evaluation: Supervisor will make at least two separate observations of teacher/pupil interaction, using the ERC observation form.		
6. Writes and implements specific behavior programs for individual students as needed. Teacher or supervisor will determine need for program based on at least two observations of teacher behavior and pupil behavior. Evaluation: Supervisor will review written behavior programs and data collected.		
7. Writes instructional programs according to program writing guidelines. Evaluation: Supervisor will examine any new instructional programs written by the teacher.		
8. Reviews and updates instructional programs daily. Evaluation: Supervisor will examine updating data for seven random students.		
9. Alters programs as indicated by the alteration criteria within five days. Evaluation: Supervisor will examine alteration data for seven random students.		

II. Instruction (continued)

10. Pretests students within two weeks of entering the program or beginning a quarter. Posttests students by the end of a quarter.

    Evaluation: Supervisor will examine objective record forms (or secondary plan sheets) of seven random students for pre/post test data.

III. PERSONNEL SUPERVISION

1. Trains instructional aides and volunteers in the following areas:

    classroom daily schedule
    use of program materials (Distar, etc.)
    individualized program presentation
    updating, alteration of prescriptive programs

    Evaluation: Supervisor will check with aides and volunteers regarding training they received in the above areas.

2. Prepares and maintains substitute teacher instructions.

    Evaluation: Supervisor will check for substitute teacher instructions.

3. Prepares written evaluation of the Instructional Aide at least twice per year using the Instructional Aide Evaluation form.

    Evaluation: Supervisor checks Instructional Aide Evaluation Form.

IV. TIME/FACILITIES RESPONSIBILITIES

1. Prepares room, available materials and equipment to provide for efficient classroom operation within 10 working days of the beginning of the school year.

   Evaluation: Supervisor checks materials and equipment placement and observes classroom operations.

2. Maintains room, materials and equipment to provide for efficient classroom operation.

   Evaluation: Supervisor will evaluate maintenance on regular visit basis.

3. Returns appropriate program forms to ERC office by the date indicated 90% of the time.

   Evaluation: Supervisor checks forms to determine that this is done 90% of the time.

V. COMMUNICATIONS

1. Maintains telephone and personal contact log of family/guardian contacts. The log will include parents' name, phone number and date and a brief statement as to the content of the call or contact.

   Evaluation: Supervisor checks log for record of calls or personal contacts.

2. Discusses, presents, interacts with staff and other teachers, representing the IED program in a positive manner.

   Evaluation: Supervisor gives teacher attitude checklist or interviews with teacher's colleagues.

Programs for Mildly Handicapped
Teacher Evaluation - Page 6

V. Communications (continued)

3. Contacts and communicates effectively with community resources when needed. (CSD, Mental Health, etc.) Log of contacts is maintained. Evaluation: Supervisor reviews telephone log, recorded conversations with support services, and additional information collected in regard to this area by teacher-supervisor conversations.	
4. Participates in regular school activities, assigned duties, such as faculty meetings, duty rosters, etc. Evaluation: Supervisor will contact the building principal and discuss participation in school activities.	
5. Attends 80% of staff meetings regarding inservice topics and important information regarding the on-going improvement of our programs. Can be excused from meeting by calling the office secretary and stating reason for absence prior to meeting. Evaluation: Supervisor checks weekly staff meeting minutes for attendance information.	
6. Reads and implements appropriate program/resource materials, i.e. Adopter's Guide, Teacher's Manual for program development. Evaluation: Supervisor will check at random student records, i.e. IEP's and other program materials for completeness, correct information, and prepared in a legible manner.	

VI. PROFESSIONAL GROWTH AND DEVELOPMENT

1. Negotiates and finalizes in writing, growth objectives with supervisor. Evaluation: Supervisor checks written growth objectives.		
2. Completes growth objectives in accordance with a negotiated timeline. Evaluation: Supervisor checks completion of growth objectives to determine if accomplished within the negotiated timeline.		

First Evaluation:

_____ Teacher _____ Date

_____ Supervisor _____ Date

Second Evaluation:

_____ Teacher _____ Date

_____ Supervisor _____ Date

Third Evaluation:

_____ Teacher _____ Date

_____ Supervisor _____ Date

234

Department of Special Education
Jackson County Intermediate
Education District

QUARTERLY INDIVIDUAL OBJECTIVE PLAN
FOR_____

101 North Grape
Medford, Oregon 97501

Teacher_____

Supervisor_____

Start date_____

Due date_____

This is to certify that we have read and discussed the following.

_____ _____
Signature Date

_____ _____
Signature Date

OBJECTIVE	ACTIVITIES	EVALUATION	OBJECTIVE ACHIEVED

239

239

ABOUT THE

TEACHER OBSERVATION FORM

Following are a copy of the Teacher Observation Form, a sample of a completed form, and quidelines for its use. Also included is a copy of an Average Daily Time Form.

The ERC Teacher Observation Form is a modification of one designed by the Exceptional Child Division, Teaching Research, Oregon State System of Higher Education, copyright 1975. It focuses on three important aspects of instruction: cues, consequences and correction procedure. The cues with which the observer is concerned are those signals or directions that elicit the desired response from the child. For example, "Sound it out" is a cue for the child to sound out a word by saying each sound separately in sequence. Consequences can be either positive or negative, and either respectively increase or decrease the desired response. When the child makes an error, it is important that the right correction procedure is used, giving him/her the opportunity to give the correct response.

A measure of students' response to the instruction is taken through a count of the number of students on task in the group.

The observation form was designed to give a sample of a teacher's instructional techniques and interactions with the student and can be used with teachers, aides, or volunteers.

Teacher _____ Observer _____

Role _____ Date _____

School _____ TEACHER OBSERVATION FORM Time _____ To _____

5 Minute Time Sample			Continuous Time Sample																Comment
			CUES		CONSEQUENCES														
					APPROPRIATE		FAIL TO CONSEQUATE		INCORRECT CORRECTION PROCEDURE*					INAPPRO-PRIATE					Comment
Min.	Class N	Task Orient N	Appr.	Not Appr.	+ P	- N	+ P	- N	1	Cons.	Model	Cue	Reinf	Weak	No Pair	Delay	Rf. In	Other	
5																			
10																			
15																			
20																			
TOTAL																			

* For scoring mark once in box 1 for incorrect procedure and once in appropriate box for type of error.

OBSERVATION SUMMARY

Topic	% Correct
Attending	
Cues	
Consequences	
Consequences: +/-	
Probes	

PROBES

Student Initials	Program	Step/Criteria	Data Reliability	P/F

Teacher Nelson

Role EKC

School Talent

TEACHER OBSERVATION FORM

Observer Warrick

Date 1/22/76

Time 9:15 To 9:35

5 Minute Time Sample			Continuous Time Sample																Comment
			CUES		CONSEQUENCES														
					APPROPRIATE		FAIL TO CONSEQUATE		INCORRECT CORRECTION PROCEDURE*					INAPPRO-PRIATE					Comment
Min.	Class N	Task Orient N	Aprr.	Not Appr.	+ P	- N	+ P	- N	1	Cons.	Model	Cue	Reinf.	Weak	No Pair	Delay	Rf. In.	Other	grp. praise: 11
5	7	6	𝍸 𝍸 𝍸 𝍸		𝍸 𝍸 𝍸 𝍸 𝍸	1	1												
10	7	7	𝍸 𝍸 𝍸 𝍸 11		𝍸 𝍸 𝍸 𝍸 1111	11			1			1	1						- consider decreasing % for older students
15	6	5	𝍸 𝍸		𝍸 𝍸 𝍸 𝍸			1											- more frequent wrs. with Scotty
20	5	5	11		11	1		1											
TOTAL	25	23	38	0	54	4	1	2	1										

* For scoring mark once in box 1 for incorrect procedure and once in appropriate box for type of error.

OBSERVATION SUMMARY

Topic	% Correct
Attending	92%
Cues	100%
Consequences	94%
Consequences: +/-	90%
Probes	100%

PROBES

Student Initials	Program	Step/Criteria	Data Reliability	P/F
L.M.	Edmark	18	100%	P
G.S.	Dec +	95		P
J.F.	counts	1 (0-10)		P

239

240

241

TEACHER OBSERVATION GUIDELINES

1. Get all materials: clipboard, watch or stopwatch, pencil, observation form, prescriptive program.
2. Position yourself slightly behind the child (children) where you can watch the teacher or trainee, but where you will be less likely noticed.
3. As the teacher or trainee sets up the instructional materials, fill in the Observation Form heading as follows:

ITEM	EXPLANATION	EXAMPLE
Teacher	The name of teacher or trainee being observed	Patty Knapp
Role	The type of activity and/or The type of instruction	(1) F.M. (floor management) (2) Motor skills 1-to-1
School	Location of observation	Walker EEC
Observer	Name or initial of person making the observation	D.G.W.
Date	The date observation is being made.	5/11/76
Time	The time the observation begins and the time the observation ends	10:30 to 10:45

4. In the Continuous Time Sample section in the middle of the Observation Form, tally in the appropriate box the number of teacher behaviors. Each horizontal row represents 5 minutes. The behaviors that occur in the first 5 minutes of the observation are tallied in the top row. The second 5 minutes in the second row, and so forth.

   Begin the stopwatch (or note the time on your watch) and tally the behaviors under the appropriate headings as follows:

ITEM	EXPLANATION	EXAMPLE
Class N	The total number of children being observed in the instructional setting.	5 (5 children in the group)
Task Orient N	The number of children who, at the end of the 5-minute interval, are attending to task, i.e., looking toward teacher when teacher speaks, looking toward instructional material, following directions appropriately.	4 (Out of the group of 5, 4 were paying attention.)

ITEM	EXPLANATION	EXAMPLE
(Cues) Appropriate	Each cue which is correct as specified in the program should be concise and clear regarding the behavior the child is expected to perform.	Teacher says: "When I touch it, you say it. Get ready . . "
(Cues) Not Appropriate	Cues which are not appropriate are cues which are ambiguous or not clearly stated, cues other than those specified in the program, or cues unnecessarily repeated.	Teacher says, "We're going to look at all these letters and say them...I mean say the sounds. We're going to say all the sounds these letters make. Do you know this letter? Let's all look up here and . . ." ad infinitum.
	Note: Comments regarding the pacing of the presentation, unneccessary distractions, etc. can be made under the "comment" column on the right of the form.	Pacing too slow.
(Consequences) Appropriate	All appropriately delivered consequences:	
+ P	(1) Positive consequences: praise, tokens, feedback that tells the child his/her response was the right one.	"Right, there are 6."
- N	(2) Negative consequences: feedback that tells the child his response was not correct.	"No."
(Consequences) Fail to Consequate	Occasions when feedback should have been given, but was not.	
+ P	(1) Positive: Child gives correct response and teacher fails to praise. OR	Teacher: "6 plus 5." Child: "Eleven!" Teacher: (nothing)
	Teacher has previously punished or corrected a child and does not take opportunity to praise him for the correct response later.	Child repeatedly gets out of his/her seat.

ITEM	EXPLANATION	EXAMPLE
		Teacher: "John, go back to your seat." Child: (goes back to seat) Teacher: (nothing)
- N	(2) Negative: Child makes an error and is not consequated.	Teacher: (points to <u>want</u>) "What's the word?" Child: "What." Teacher:(nothing--goes to next word.)
INCORRECT CORRECTION PROCEDURE		
1	Tally 1 mark for each incorrect procedure. Then tally 1 mark for the specific error under the sub-headings.	These are examples of the <u>correct</u> procedure.
Cons.	Consequate: Teacher fails to say either "yes" or "no," "right" or "wrong," etc.	Teacher (pointing to 5 dots) "Count these." Child: "1...2...3...<u>4</u>." Teacher: "No..."
Model	Teacher fails to model the correct response or prompt the child in giving the correct response.	Teacher continues: "Watch me. 1..2..3..4..<u>5</u>. Do it with me." (Teacher and child do together.)
Cue	Teacher fails to give the cue to see if the child can then give the correct response by himself/herself.	Teacher: "All by yourself, count the dots." Child: "Five!"
Reinforcement	Teacher fails to reinforce (or consequate) the final correct response.	Teacher: "Wow! Good counting!"

ITEM	EXPLANATION	EXAMPLE
(Consequences) Inappropriate	Tally 1 mark in the appropriate column for each of these inappropriate consequences.	
Weak	Any neutral or ambiguous feedback, or consequences which acquire neutral value because of overrepetition.	"O.K." or "Good" (said flatly with no change in facial expression).
No Pair	Teacher gives points, tokens, or primary rewards without simultaneously praising. (Since praise is a higher-level reinforcer, the teacher's goal should be to use the tangible reward to give reinforcing value to social reinforcers.)	Correct procedure: Teacher: (gives token) "Good counting, Jim!"
Delay	Reinforcer or praise is given too long after the response for the child to make the association between them. (The most effective reinforcers are the most immediate.)	
Reinforcer Inappropriate	The teacher has inadvertantly reinforced a behavior that should be punished or ignored.	Teacher: "Look at this picture." Student: (looks out window) Teacher: "Do you see something interesting out there?"
Other	Any other inappropriate consequence, such as nonspecific praise.	Teacher: "You're a good boy."

5. Specific teacher strengths or errors can be noted in the comment column.
6. Add the marks in each column and write the totals in the row marked TOTAL.
7. Fill in the Observation Summary according to the procedures on the following page.
8. Fill in the Probes section according to the procedures on the following page.

OBSERVATION SUMMARY

Attending	Divide the total under "Task Orient N" by the total under "Class N." Multiply by 100 for the percentage score. Criteria: 80%
Cues	Add the totals under "Appropriate" and "Not Appropriate" to obtain the total number of cues delivered. Divide the total under"Appropriate" by the total number of cues delivered and multiply by 100. Criteria: 90%
Consequences	Add together all the totals under the "Consequences" section to obtain the total number of consequences delivered. Add together the two totals in the "Appropriate" columns. Divide the "Appropriate" total by the total number of consequences delivered and multiply by 100. Criteria: 90%
Consequences +/-	Divide the number of positive (+P) Appropriate consequences by the total number of appropriate consequences and multiply by 100. Criteria: 80%
Probes	Divide the total number of probes made by the number passed. Multiply by 100.

Procedure for Conducting Probes

Periodically programs are "probed" to make sure that (1) the child has retained skills learned in a previous step of the program and (2) data has been taken consistently and correctly on the program.

1. Randomly choose three to five children to probe and get their Daily Data Sheets. Write their initials in the place provided.

Procedure for Conducting Probes (cont.)

2. For each child, choose a program you wish to probe. Write its abbreviated name in the "Program" column.

3. Notice the step of the program in which the child is currently placed.

4. Pick a previous step (i.e., one previously passed) and write the step and its advancement criteria (if space permits) in the "Step/Criteria" column.

5. Test the child on the previous step according to the procedures stated in the program. If the child can successfully perform the task to criteria, he passes the probe. Mark P (pass) in the P/F column. Write F (fail) if he does not meet advancement criteria on the step.

6. Data reliability is obtained by taking data on the program while the trainee is also taking data, as the program is being run. Reliability is obtained by dividing the smaller score by the larger score and multiplying by 100 to obtain a percentage.

Average Daily Time and Number of Students in ERC Each Hour

The "Average Daily Time" form and the "Number of Students in the ERC Each Hour" are forms developed to help supervisors, coordinators, and teachers monitor the number of students in the Educational Resource Center at any one time and to determine the instructional time each student is in the ERC.

The "Average Daily Time" form is approximated hours and minutes in the ERC on a daily basis. It is monitored once each month by supervisors. "The Number of Students in the ERC Each Hour" is a head count at random times throughout the school year. It is used to give feedback to district administrators, principals, and supervisors regarding the number of children served through the ERC.

EDUCATIONAL RESOURCE CENTERS
Jackson County IED
Medford, Oregon 97501

Teacher: _____

Classroom: _____

AVERAGE DAILY TIME

Instructions: Under the appropriate month, write the average daily time the student spends in the ERC. (Express time in hours and minutes)

Student's Name	Total Days Present	Total Days In Month	Contact Time in Hrs.& Min.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
247 257 TOTAL										258	

EDUCATIONAL RESOURCE CENTERS
Jackson County IED
Medford, Oregon 97501

NUMBER OF STUDENTS IN ERC EACH HOUR

Instructions: Under the appropriate day, record the number of students in the ERC each hour. If your class does not begin until 9:00 a.m. just cross out the 8-9 time and record from the time class begins. Follow the same procedure for the end of the school day.

Remember to fill in the dates.

# Registered per period	Times	Days					Dates to
		M	T	W	T	F	
	8:00 - 9:00						
	9:00 - 10:00						
	10:00 - 11:00						
	11:00 - 12:00						
	12:00 - 1:00						
	1:00 - 2:00						
	2:00 - 3:00						
	3:00 - 4:00						

Take the student count anytime during the hour, but make sure it is at the same time each hour. Examole: If count is taken at 9:00 a.m. take the next count at 10:00 a.m. If count is taken at 9:30 a.m., take the next count at 10:30 a.m.

* Registered - Number on enrollment each period.

ABOUT THE ERC OUESTIONNAIRE

The Educational Resource Centers questionnaire is given to regular class teachers before and after each school year to measure their attitudes toward the Center and their estimations of the ERC teacher's effectiveness. The questionnaire is generally administered by the building principal. The teachers fill it out anonymously; the principal then gives it to the ERC coordinator who collates the information and gives it to district administrators (superintendent, assistant superintendent, principal). The administrators share the results with building staff.

EDUCATIONAL RESOURCE CENTERS QUESTIONNAIRE

Instructions: Please complete and return to your principal. Thank you for your cooperation.

PLEASE CHECK THE APPROPRIATE CATEGORY

1. To what extent does the resource center teacher in your building:	NOT AT ALL	SOME TIMES	OFTEN
A. Work cooperatively with you in formulating educational plans.			
B. Provide consultation.			
C. Provide special materials.			
D. Suggest useful instructional techniques.			
E. Provide appropriate encouragement in working with exceptional children.			

Would you like additional assistance from the ERC staff? Yes____ No____
If yes, please explain.

II. Does the ERC project in your building have positive features? Yes____No____
If yes, what are they?

III. Does the ERC project in your building have negative features? Yes____No____
If yes, what are they?

IV. For each of the following items, please check the category which best represents your opinion.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
A. The children served by the ERC can best be served through a combination of ERC and regular classroom instruction.					
B. The children served by the ERC can best be served in regular classroom instruction					
C. The children served by the ERC project can best be served through a resource center alone.					
D. Social contact with regular students has a beneficial effect on exceptional children.					
E. Social contact with exceptional children has a beneficial effect upon regular children.					
F. Having exceptional children in the regular classroom has a detrimental effect on the academic progress of regular students.					

V. What changes do you feel should be made in the ERC project to make it more "workable"?

PROGRAM EVALUATION RESULTS

The final evaluation report of the Jackson County project's validation year (1975-76) will be available by August 1976. Evaluation of the 1974-75 developmental year produced these results:

Objective #1

By June 1975, 50 percent of the educable mentally retarded, behavior handicapped and learning disabled children identified and served by the ERC, will spend 75 percent of their school time in regular class activities. Fifty-six percent of the 82 children served during 1974-75 school year did spend at least 75 percent of their school time in regular classes.

Objective #2

By June 1975, 80 percent of the identified emotionally handicapped children who spend more than 90 percent of their time in a regular class will score within the average range on a social skills checklist. One hundred percent of the children scored within the average range on the Walker Problem Behavior Identification Checklist. However, this information was available for only six children, which makes the generalization of their success difficult to state.

Objective #3

Seventy-five percent of the project children will acquire behavioral skills which will permit them to operate in a regular classroom. Eighty percent of the children who had behavior objectives did attain the criteria established for them.

Objective #4

Seventy-five percent of the project children will acquire academic skills which will permit them to operate in a regular classroom. During the 1974-75 school year, 65 percent of the children attained the prescribed criteria on academic skills.

Comments of the project evaluator (Northwest Regional Educational Laboratory) included the following:

"Changes in the students' performance in nearly all academic areas were substantial. It is doubtful that the project's students would have experienced such success under more conventional instructional arrangements. There is good reason to believe that the project's instructional processes were instrumental in providing the changes in student performance. That is the student performance data are derived from an experimental design in which (a) each student is pretested two times, (b) instruction is provided, and (c) two posttests are administered. Objectives are adjudged attained only in those instances in which students fail the two pretests and subsequently demonstrate mastery on both posttests.

The project's staff training model represents a powerful approach. The model entails the establishment of objectives and instruction followed by clinical observation and feedback."

PROPOSED CHANGES IN ADOPTION

Elements critical to the Educational Resource Centers include mainstreaming (defined as enrollment in a regular home classroom), individual selection of objectives by regular class teachers, individual prescription and daily monitoring of data. Modifications which are possible include:

(a) Use of the Educational Resource Centers model at the junior high or senior high level— Data on the success of the model at the junior high level is available from the Jackson Intermediate Education District; data on the senior high model will be available in June 1977.

(b) Flexibility in number of ERC staff — Educational Resource Centers can serve fewer or greater numbers of children based on the number of staff. The standard ERC model employs one Educational Resource Center teacher and one instructional assistant. Jackson Intermediate Education District has conducted resource centers with one teacher and up to two-and-one-half assistants. It is

important that a ratio of one staff member per 10 students served be maintained. However, with enough space and materials it is conceivable that a center could see many more children a day. Other possible staffing arrangements include two teachers and no instructional assistants or a teacher who serves dual functions, such as resource center teacher and speech therapist.

(c) Half-day Resource Center - With support of school personnel, it is possible that Educational Resource Centers could be conducted half days in each of two buildings, which would make the staff itinerant. This approach would mandate the strong support from regular class teachers who would be dealing with handicapped children a minimum of half-day in the regular classroom.

ADOPTING SITE EVALUATIONS

Educational Resource Center sites which have signed Adoption Agreements with the Jackson County Educational Service District will undergo two evaluations during the implementation process.

Evaluation #1:

This project evaluation will be carried out by either a Jackson County Staff Trainer, the Project Coordinator, or a trained-certified evaluator.

Evaluation #1 will consist of the evaluator using the "Adopter's Site Checklist", on the following page. The evaluator will go through this checklist approximately two months after formal training in the model has been given to the ERC teacher.

Supervisors are encouraged to help ERC teachers with this checklist and use it as a guide in setting up the ERC.

A written report, using the "Adopter's Site Checklist" will be completed and a copy will be given to the ERC teacher, a copy mailed to Jackson County ESD-ERC Programs and a copy kept on file with the evaluator or supervisor.

This evaluation should be completed and recommendations formed by November 15th of the implementation year - or approximately (seventy-five days after training has been secured).

Evaluation #2:

This project evaluation will occur between the sixth and eighth month after training or four months after Evaluation #1 has successfully been completed. It will include the Evaluation forms in this guide titled "Teacher Position Description and Evaluation".

The Evaluator will use these forms in assessing the program's success. The supervisor or program director should use these forms as a guide in developing skills with ERC teachers throughout the implementation year.

Each site will be evaluated, and a written report including a copy of the evaluation on file with the Jackson County ESD.

ADOPTER SITE CHECKLIST

District:_____ Teacher:_____

School:_____ Observer:_____

Observation No.:_____ Date:_____

MAINSTREAMING PROCEDURES	COMMENTS:
_____ 1. All students enrolled in regular class homerooms.	
_____ 2. Referrals received from building.	
_____ 3. Staffing reports written.	
_____ 4. Cooperative objectives filled out.	
_____ 5. Presentation to school staff.	
ROOM MANAGEMENT	
_____ 6. Teacher Contacts record.	
_____ 7. Parent Contacts record.	
_____ 8. Schedule board functional.	
_____ 9. Room arranged appropriately for: _____Individual teaching _____Small group _____Independent seatwork _____Free time	
____ 10. Audio-visual equipment used.	
____ 11. Work folders made and accessible to students.	
____ 12. Rules list displayed and explained.	
____ 13. Supervision of teachers once a week using observation form.	

	COMMENTS:
_____ 14. Supervision of aides and volunteers.	
DATA & RECORDS _____ 15. Diagnostic tests given.	
_____ 16. Objectives written correctly on Objectives Record form.	
_____ 17. Pretest given and data recorded.	
_____ 18. Daily Data Sheet: _____Clipped to work folder with Alteration form. _____Appropriate advancement and alteration criteria written. _____Data recorded correctly. _____Symbols used correctly and consistently.	
_____ 19. Behavior programs run. _____Baseline data recorded. _____Data charted/monitored.	
_____ 20. Average Daily Time form filled out.	
PRESCRIPTIVE PROGRAMMING _____ 21. Prescriptive programs written. _____Cover page: title, objective, etc. _____Procedure _____Sequence	
_____ 22. Behavior programs written correctly on Intervention Phase sheet.	

INSTRUCTION AND FLOOR MANAGEMENT
(observation form)

VII.
APPENDICES

Appendix A

ERC OBJECTIVES BANK

The behavioral objectives listed have been written as yearly and quarterly objectives for ERC students. These objectives do not represent a skill sequence or suggested curriculum, but rather represent the goals that can be set quarterly for mildly handicapped students. It should be understood that there may be many intermediate or subordinate objectives for each objective listed. The objectives have been coded by number for easy recording. Beside each objective is the evaluation instrument most often used in measuring the behavior.

1.0.0 READING

1.1.0 Phonics
1.2.0 Sight Words
1.3.0 Sentence Reading
1.4.0 Comprehension

For many of the reading objectives, a choice must be made between an objective with a frequency score (under a) or an objective with a percentage score (under b).

Number	Objective	Evaluation Instrument
1.1.1	Says consonant sounds correctly at a frequency of _____ per minute with two or less errors.	RRC Reading Inventory
1.1.2	Says vowel sounds correctly at a frequency of _____ per minute with two or less errors.	RRC Reading Inventory
1.1.3a	Says consonant and short vowel sounds correctly at a frequency of _____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.3b	Says ____% of the consonant and short vowel sounds correctly (untimed).	ERC Reading Skills Inventory, Roswell-Chall
1.1.4a	Says ____ Distar letter sounds correctly at a frequency of ____ per minute with two or less errors.	ERC Time Test Sheet
1.1.4b	Reads sounds and blends words from Distar Reading I through Lesson ____ with ____% accuracy.	Progress Test
1.1.4c	Achieves a score of ____ or more on the oral section of the Distar Mastery Test.	Distar Reading I Mastery Test
1.1.5a	Reads two and three-letter regular words (CVC) correctly at a frequency of ____ per minute with two or less errors.	ERC Reading Inventory
1.1.5b	Reads ____% two and three-letter regular words (CVC) correctly (untimed).	ERC Reading Inventory
1.1.6	Reads three-letter regular words (CVC) correctly at a frequency of ____ per minute with two or less errors.	RRC Reading Inventory
1.1.7a	Reads regular words with initial or final digraphs at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.7b	Reads ____% of words with initial or final digraphs correctly (untimed).	ERC Reading Skills Inventory

Number	Objective	Evaluation Instrument
1.1.8	Reads consonant team regular words correctly at a frequency of ____ per minute with two or less errors.	RRC Reading Inventory
1.1.9a	Reads regular words with initial or final consonant blends at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.9b	Reads ____% of words with initial or final consonant blends correctly (untimed).	ERC Reading Skills Inventory
1.1.10a	Reads regular words with and without silent E correctly at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.10b	Reads ____% of regular words with and without silent E correctly (untimed).	ERC Reading Skills Inventory Roswell-Chall
1.1.11a	Reads long vowel combinations in isolation and in real words at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.11b	Reads ____% of long vowel combinations in isolation and in real words correctly (untimed).	ERC Reading Skills Inventory
1.1.12a	Reads vowel digraphs and r-controlled vowels in isolation at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.12b	Reads ____% of vowel digraphs and r-controlled vowels in isolation at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.13	_____	_____
1.2.1a	Reads ____% beginning sight words correctly (untimed).	ERC Reading Skills Inventory
1.2.1b	Reads beginning sight words at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.2.2a	Reads Dolch words through the ____ group at a frequency of 50 per minute with two or less errors.	ERC Time Test Sheet
1.2.2b	Reads Dolch words through the ____ group with ____% accuracy.	ERC Teacher Checklist

Number	Objective	Evaluation Instrument
1.2.3a	Reads irregular sight words at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.2.3b	Reads ____% of irregular sight words correctly (untimed).	ERC Reading Skills Inventory
1.2.4	Reads vocabulary words from_____ with ____% accuracy.	ERC Teacher Checklist
1.2.5	Reads Edmark words through Lesson _____ with ____% accuracy.	ERC Teacher Checklist
1.2.6	Reads and defines survival vocabulary words from Unit ____ with ____% accuracy.	ERC Teacher Checklist
1.2.7	_____ _____	_____
1.3.1	Reads orally at a reading grade level of ____.	Standardized Tests
1.3.2a	Reads orally from _____ at a frequency of ____ words per minute with two or less errors.	ERC Reading Skills Inventory RRC Reading Inventory ERC Palo Alto Inventory
1.3.2b	Reads 80% of selected sentences from _____ without any errors (insertions, omissions, repetitions, etc.).	ERC Reading Skills Inventory ERC Palo Alto Inventory
1.3.3	Reads Story_____ with two or less errors.	Distar Reading Storybook
1.3.4	_____ _____	_____
1.4.1	Achieves a comprehension grade level score of _____.	Standardized Tests
1.4.2a	Achieves a score of ____ or more (____%) on the mastery test.	Ginn 360 Mastery Test (or other basal mastery)
1.4.2b	Achieves a score of ____ or more (____%) on the Literal Comprehension section of the mastery test.	Ginn 360 Mastery Test (or other basal mastery)
1.4.3	Reads and completes pre/post page in _____ with ____% accuracy.	Specific Skills Book _____, p._____
1.4.4	_____ _____	_____

2.0.0 MATH

2.1.0 Number Value/Numerals
2.2.0 Addition
2.3.0 Subtraction
2.4.0 Multiplication
2.5.0 Division
2.6.0 Measurement/Time/Money

Number	Objective	Evaluation Instrument
2.1.1a	Counts orally in sequence at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory
2.1.1b	Counts orally in sequence to _____ with ____% accuracy.	ERC Teacher Checklist
2.1.2a	Identifies orally sets of 0 through _____ at a frequency of ____ per minute with one or less error.	RRC Math I & II Inventory
2.1.2b	Identifies orally sets of 0 through ____ with ____% accuracy.	ERC Teacher Checklist
2.1.3a	Reads one and two-digit numerals presented randomly at a frequency of _____ digits per minute with one or less error.	RRC Math Inventory
2.1.3b	Reads one and two-digit numerals through _____ presented randomly with _____% accuracy.	ERC Teacher Checklist
2.1.4a	Reads numerals ____ through ____ presented randomly at a frequency of _____ digits per minute with one or less error.	ERC Time Test Sheet
2.1.4b	Reads numerals ____ through ____ presented randomly with ____% accuracy.	ERC Teacher Checklist
2.1.5a	Writes numerals legibly in sequence at a frequency of ____ per minute with one or less error. (numerals must be formed correctly, coming within 1/16" of the line).	RRC Math Inventory
2.1.5b	Writes numerals in sequence through ____ with ____% accuracy.	Informal Test
2.1.6	Writes scrambled numerals in order correctly at a frequency of ____ digits per minute with two or less errors.	RRC Math Inventory

Number	Objective	Evaluation Instrument
2.1.7	Writes the numeral that goes before, after, and in the middle, up to ____ with ____% accuracy.	SAII Pre/Post
2.1.8	_____ _____	_____
2.2.1	Writes answers to ____ 1-digit addition problems (Step ____) with counting beads or blocks in ____ minutes with ____% accuracy.	Step ____ Worksheet
2.2.2	Writes answers to ____ addition problems (Step ____) without counting beads or blocks in ____ minutes with ____% accuracy.	Step ____Worksheet Milliken Review Test
2.2.3	Writes answers to one-digit addition problems related to sums of ____ or less by placing the appropriate number of dots on the addends with ____% accuracy.	ERC Dot Addition Pre/Post
2.2.4a	Writes answers to addition facts related to sums of ____ or less at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory ERC Time Test Sheet
2.2.4b	Writes answers to addition facts related to sums of ____ or less within ____ minutes with ____ or less errors.	Milliken Review Test
2.2.5	Says answers to addition facts related to sums of ____ or less at a frequency of ____ per minute with one or less error.	ERC Teacher Checklist Flashcards
2.2.6a	Writes answers to two-digit addition problems without carrying with ____% accuracy.	RRC Math (untimed) Inventory
2.2.6b	Writes answers to two-digit addition problems without carrying with ____% accuracy. Time limit: ____ minutes	RRC Math Inventory
2.2.7a	Writes answers to two-digit addition problems with carrying with ____% accuracy.	RRC Math (untimed) Inventory
2.2.7b	Writes answers to two-digit addition problems with carrying with ____% accuracy. Time limit: ____ minutes	RRC Math III Inventory

Number	Objective	Evaluation Instrument
2.2.8	Writes answers to ____-digit plus ____-digit addition problems (through Step ____) with ____% accuracy.	Issaquah Placement
2.2.9a	Writes answers to equation (addition) problems correctly at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory
2.2.9b	Writes answers to equation (addition) problems with ____% accuracy.	RRC Math (untimed) Inventory
2.2.9c	Writes the missing addend to equations related to sums of ____ or less with ____% accuracy.	SAII Pre/Post
2.2.10	_____ _____	_____
2.3.1	Writes answers to subtraction problems related to sums of ____ or less (through Step ____) with ____% accuracy.	Issaquah Placement
2.3.2	Writes answers to subtraction facts related to sums of ____ or less at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory ERC Time Test Sheet
2.3.3a	Writes answers to two-digit subtraction problems without borrowing with ____% accuracy.	RRC Math (untimed) Inventory SAII Pre/Post
2.3.3b	Writes answers to two-digit subtraction problems without borrowing with ____% accuracy. Time limit: ____ minutes	RRC Math Inventory
2.3.4a	Writes answers to two-digit subtraction problems with borrowing with ____% accuracy.	RRC Math (untimed) Inventory SAII Pre/Post
2.3.4b	Writes answers to two-digit subtraction problems with borrowing with ____% accuracy. Time limit: ____ minutes	RRC Math III Inventory
2.3.5	Writes answers to ____-digit minus ____-digit subtraction problems (through Step ____) with ____% accuracy.	Issaquah Placement
2.3.6a	Writes answers to equation (subtraction) problems correctly at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory

Number	Objective	Evaluation Instrument
2.3.6b	Writes answers to equation (subtraction) problems correctly with ____% accuracy.	RRC Math (untimed) Inventory
2.3.7	_____ _____	_____
2.4.1	Writes answers to multiplication facts through ____ at a frequency of ____ digits per minute with one or less error.	ERC Time Test Sheet RRC Math III
2.4.2	Writes answers to ____-digit times ____-digit multiplication problems (through Step ____) with ____% accuracy.	Issaquah placement
2.4.3	_____ _____	_____
2.5.1	Writes answers to division facts at a frequency of ____ digits per minute with one or less error.	RRC Math III Inventory
2.5.2	_____ _____	_____
2.6.1	Identifies denominations of money and computes their total value through Step ____ with ____% accuracy.	ERC Money Program Pre/Post
2.6.2	Writes correct time by the hour, one-half, one-fourth hours and minutes with ____% accuracy.	Utah Time-telling Pre/Post
2.6.3	_____ _____	_____

3.0.0 SPELLING

Number	Objective	Evaluation Instrument
3.1	Spells correctly ____% phonically regular words in section _____ of the North Kitsap Inventory.	North Kitsap Spelling Inventory
3.2	Spells ____% of the words from lists _____ correctly.	Dolch Spelling Lists Spelling Demons Basic Goals in Spelling or other series

Number	Objective	Evaluation Instrument
3.3	Spells ____% words from CPS Level _____, group _____ correctly.	CPS Unit Test
3.4	Spells Dolch words from group(s) _____ with ____% accuracy.	ERC Teacher Inventory Dolch Word Program
3.5	Identifies the appropriate sound and spells words correctly from Lesson(s) _____ with one or less error.	Distar Spelling Lesson _____
3.6	Spells correctly ____% words of combined morphographs presented through Lesson _____.	Teacher-made E-B Morphographic Spelling
3.7	_____ _____	_____

4.0.0 LANGUAGE

Number	Objective	Evaluation Instrument
4.1	Achieves a score of ____ correct responses or more on Mastery Test ____, using the concept(s) _____.	Distar Language Mastery Test _____
4.2	Achieves a score of ____ or less on the Basic Concept Inventory.	Basic Concept Inventory
4.3	Identifies by naming _____ colors.	ERC Teacher Checklist
4.4.1	When given present tense verbs, says correct past tense in a sentence in _____ trials out of _____.	ERC Teacher Checklist
4.4.2	When presented picture cues, will say the correct verb tense (present, past, and future) in a sentence in _____ trials out of _____.	ERC Teacher Checklist
4.5.1	Answers questions by correctly saying these items of personal information: _____	ERC Personal Information Inventory
4.5.2	Writes correctly these items of personal information: _____ _____	ERC Personal Information Inventory
4.5.3	Achieves a score of ____ or higher on the Personal Information Inventory.	ERC Personal Information Inventory
4.6	_____ _____	_____

5.0.0 WRITING

5.1.0 Manuscript
5.2.0 Cursive
5.3.0 Numerals

Number	Objective	Evaluation Instrument
5.1.1	Writes ____ lower-case manuscript letters correctly within 1/8" of lines.	Informal Test
5.1.2a	Writes manuscript letters correctly at a frequency of ____ per minute with two or less errors.	ERC Manuscript Pre/Post
5.1.2b	Given a printed model, writes lower-case manuscript letters correctly with two or less errors.	ERC Manuscript Pre/Post
5.1.3	_____ _____	_____
5.2.1	Identifies ____ lower-case cursive letters with 100% accuracy.	ERC Teacher Checklist
5.2.2a	Writes cursive letters through the _____ group at a frequency of ____ per minute with two or less errors according to the criteria stated in the program.	ERC Cursive Time Test
5.2.2b	Writes ____ lower-case cursive letters legibly and with correct form.	Informal Test
5.2.3	Writes all cursive letters correctly at a frequency of ____ per minute with two or less errors.	ERC Cursive Pre/Post
5.2.4	_____ _____	_____
5.3.1a	Writes numerals _____ correctly at a frequency of ____ per minute with two or less errors. Numerals must be formed correctly coming within 1/16" of line.	ERC Time Test
5.3.1b	Independently writes numerals _____ with 90% accuracy.	Informal Test
5.3.2	_____ _____	_____

6.0.0 MOTOR SKILLS

6.1.0 Gross Motor
6.2.0 Fine Motor

Number	Objective	Evaluation Instrument
6.1.1	Jumps over stick ____ inches above the floor in four out of five trials.	ERC Motor Skills Checklist
6.1.2	Pulls himself/herself up to counter with both hands on counter and ____ foot lifted, in four out of five trials.	ERC Motor Skills Checklist
6.1.3	Motor Skills: _____ _____ in four out of five trials.	ERC Motor Skills Checklist
6.1.4	_____ _____	_____
6.2.1	Colors within basic shapes (square, triangle, and circle) with ____-inch border, filling it all in and not going outside the border more than twice.	ERC Coloring Sheets Phase _____
6.2.2	Cuts _____ within 1/8" of border.	ERC Cutting Pre/Post
6.2.3	_____ _____	_____

7.0.0 BEHAVIOR

Number	Objective	Evaluation Instrument
7.1	Attends to task ____% of time during a 10-minute teacher observation.	ERC Behavior Data Sheet
7.2	Completes ____% of independent work assignments in the ERC over a five-day baseline.	ERC Daily Data Sheet
7.3	Completes seatwork assignments with ____ or less help or corrections from a teacher for each of five consecutive days.	ERC Teacher Contacts Count Card
7.4	Follows directions within five seconds of teacher request or command 80% of the time over a three-day observation period.	ERC Behavior Data Sheet

Number	Objective	Evaluation Instrument
7.5	Talks out (without being called on by teacher) at a frequency of less than _____ per minute during a five-day baseline.	ERC Behavior Data Sheet
7.6	_____	_____

Appendix B

SAMPLE PRESCRIPTIVE PROGRAMS

PRESCRIPTIVE PROGRAM

Student's Name_____

Title: ADDS (ONE-DIGIT) WITH COUNTING BEADS OR BLOCKS

Behavioral Objective: Student completes addition page with 90% accuracy in 10 minutes.

Target Date:

Prerequisite Skills: Student writes numerals, counts beads or blocks, reads numerals 0-9.

Pre/Post Test: RRC Math I & II (simple add facts). Teacher sets timer for 10 minutes.

Advancement Criteria: Student completes assignment with 90% accuracy.

Alteration Criteria: Student does not pass for three consecutive days.

Program Approved: D.G.W. 10/75

Revised 10/75
S.I.

Pre/Post Test Approved: D.G.W. 10/75

Prescriptive Program

Adding (One-digit) with
Counting Beads or Blocks

Location: Student's desk

Materials: Addition page, pencil, timer, child's folder

Recording Key: Number correct/Number error (in ten minutes) on daily data sheet.
Completed: Write "yes" or "no" on data sheet.

PROCEDURE

Step:

1. Teacher gives brief instructions and methods for child on first problem. (For steps 1 and 2 of sequence: Teacher points to first digit: "HOW MANY DO WE START WITH?" Child responds. Teacher moves corresponding number of beads and counts them aloud. Teacher points to second digit: "HOW MANY DO WE PLUS?" Child responds. Teacher moves beads and counts. "COUNT HOW MANY THERE ARE ALTOGETHER?" Teacher and student count all beads. Child writes answer under line.)

2. Teacher watches while child performs second problem.

Consequences:

If correct - Teacher praises.

If incorrect - Teacher corrects error and explains problem to child again.

3. Teacher says, "THAT'S HOW YOU ARE TO WORK ALL THE PROBLEMS," and sets timer for 10 minutes.

4. When timer rings, teacher corrects work.

Consequences:

If correct - Teacher praises and circles step on data sheet.

If incorrect - Teacher tells child to "fix" the errors.

SEQUENCE

Child does:

1. Two problems independently with counting beads. (The worksheet should have four problems in all, providing for teacher-model and the teacher-observes steps.)

2. Three problems independently with beads.

SEQUENCE (Cont.)

Child does:

3. Five problems with beads.
4. Eight problems with beads.
5. Ten problems with beads.
6. Five problems without beads. Incorrect problems corrected with use of beads.
7. Eight problems without beads.
8. Ten problems without beads.
9. Fifteen problems without beads.
10. Twenty problems without beads.

Educational Resource Centers
Title IV, ESEA

PRESCRIPTIVE PROGRAM

Student's Name_____

Title: SAYS IRREGULAR WORDS (CLASSROOM READER)

Behavior Objective: Student says irregular words from drill sheet at a rate of 50 per minute with two or less incorrect.

Target Date:

Prerequisite Skills: Student reads 10 - 20 sight words from a basal or linguistic reader.

Pre/Post Test: Student reads from left to right on a drill sheet when given the signal: "Read these words." Teacher records and corrects errors during the one-minute timing.

Advancement Criteria: Student reads 50 words correctly and reads two or less incorrectly in one minute. Move on to next unit of words.

Alteration Criteria: Student does not show an increase in rate of corrects and a decrease in rate of incorrects over three consecutive days.

Program Approved: D.G.W. 12/75

Pre/Post Test Approved: D.G.W. 12/75

M.M. 2/18/74
Revised 12/75
S.I.

Location: Student's desk, time-test station

Materials: Flash cards, prepared drill sheets, student chart, program-data sheet, stopwatch, and pencil

Trials: One per session

PROCEDURE: STUDENT

Step:

1. Student practices drill assessment sheets for each unit only after teacher has presented the vocabulary in student's daily-directed reading lessons.

2. Student practices reading the flashcards daily by:

   a. Placing the cards in rows on a table in front of him/her.
   b. Pointing to each card and saying the word at the same time, going from left to right.
   c. Practicing saying the words in order three times.

3. Student raises his/her flag to request a time-test at the time-test station.

PROCEDURE: TEACHER

Cues:

"READ THE WORDS ON THE DRILL SHEET OUT LOUD WHEN I SAY BEGIN. POINT TO EACH WORD AS YOU READ IT. FINGER ON THE FIRST WORD . . . READY . . . BEGIN."

Records (a) on child's graph: "O" for corrects, "X" for incorrects.
(b) on Daily Data Sheet: "N" of correct responses/"N" of incorrect responses.

Consequences:

If correct rate increases or incorrect rate decreases, praise enthusiastically. Show child his/her chart.

If correct rate or incorrect rate stays the same, say, "GOOD. YOU DIDN'T GO DOWN TODAY." (or "UP," whatever applies) "TOMORROW YOU WILL GET FASTER." Show child his/her chart.

If correct rate decreases or incorrect rate increases, say, "WOW! THOSE ARE HARD WORDS TODAY. TOMORROW YOU WILL DO BETTER." Show child his/her chart.

Criteria:

Correct: Student says word with no substitutions, omissions, additions or reversals. Student uses correct accents.

Incorrect: Child substitutes a word, reverses a word, omits or adds parts. Student accents a word incorrectly.

SEQUENCE

Program steps parallel the units of irregular words introduced at the pre-primer, primer, first reader and second reader levels of the basal reader.

PRE/POST TEST INSTRUCTIONS

TITLE: SAYS IRREGULAR WORDS (CLASSROOM READER)

I. Objective: Student says irregular words at a rate of 50/minute with two or less incorrect (on drill sheet).

II. Test:

A. Equipment and Materials: Prepared drill sheet, student chart, program data sheet, stopwatch, and pencil.

B. Test procedure: Teacher says, "READ THESE WORDS OUT LOUD WHEN I SAY 'BEGIN'. POINT TO EACH WORD AS YOU READ IT. FINGER ON THE FIRST WORD . . . READY . . . BEGIN." Teacher starts stopwatch. After one minute teacher says "STOP" and turns off stopwatch.

C. Criteria for Pass: Student says words with no substitutions, omissions, additions or reversals. Student says 50 correct words one minute and two or less incorrect words.

D. Scoring Instructions: Record number of correct responses/ number of incorrect responses (one minute).

PRESCRIPTIVE PROGRAM

Title: INDEPENDENT READING Student's Name_____

Behavior Objective: Student reads 80% of selected sentences from Ginn 360 Reader without any errors (omissions, substitutions, insertions, repetitions, etc.).

Target Date:

Prerequisite Skills: Student reads selected vocabulary words in isolation.

Pre/Post Test: Ginn 360 Mastery Test or ERC Classroom Reader Subtest.

Advancement Criterion: Student reads selected sentences 80% correct.

Alteration Criterion: Student reads selected sentences less than 80% correct, three consecutive days.

Alteration: Student goes back to page where he/she last met criteria. Student must then reach criteria each day to go on to next story.

Program Approved: D.G.W. 5/76 S.I. 4/76

Pre/Post Test Approved: D.G.W. 5/76

Prescriptive Program

Independent Reading

Location: Direct teaching station

Materials: Data checklist, counter, Daily Data Sheet, pen

Recording Key: Percentage of sentences read correctly on Daily Data Sheet

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PROCEDURE

Step:

1. Child reads 20 sentences from previous story starting with title. Teacher scores each sentence read.

   Consequences:

   If correct: Teacher says, "GOOD," clicks counter, and marks X on data checklist.

   If incorrect: Teacher says, "NO." (Correct response) "READ IT, PLEASE." (reinforces correct response) Teacher marks O on data checklist. Teacher writes problem words on data checklist.

2. Teacher charts percentage on graph.

3. Teacher asks comprehension questions from previous story.

4. Teacher introduces new vocabulary from teacher's guide and problem words on the blackboard.

   Cues:

   A. Phonically regular words
      1. review phonic element or rule
      2. child sounds out
   B. Structural analysis
      1. isolate root word
      2. add affix(es)
   C. Irregular words
      Teacher says, "THIS WORD IS _____. WHAT WORD?" Child reads. "GOOD. SAY IT IN A SENTENCE."
   D. Word meaning game (Optional)
      Teacher says, "CIRCLE THE WORD THAT MEANS _____." or "DRAW A LINE UNDER THE WORD THAT MEANS THE OPPOSITE OF _____."

5. Teacher briefly introduces new story and sets a purpose for reading: "READ THIS STORY TO FIND OUT . . ."

6. Write page to which child will read on Daily Data Sheet with % score for oral reading. (Circle % score if 80% or more.)

7. Child returns to seat to read the story alone and do the corresponding workbook pages.

Key: X = Correct response
O = Incorrect

DATA CHECKLIST

Date	Step/p.	%	Responses

PRESCRIPTIVE PROGRAM

Student's Name _____

Title: FOLLOWS VERBAL INSTRUCTIONS
GROSS MOTOR AND FINE MOTOR

Behavior Objective: Given a five step sequence of verbal commands requiring gross motor or fine motor responses, student performs the steps in the given sequence.

Target Date:

Prerequisite Skills: Student identifies body parts, chair, desk, door, window, floor.

Pre/Post Test: (Attached)

Advancement Criteria: Student makes 10 consecutive correct responses.

Alteration Criteria: Student makes three consecutive incorrect responses.

Program Approved: D.G.W. 12/75

Pre/Post Test Approved: D.G.W. 12/75

11/73 M.M.
Revised 12/75
S.I.

Prescriptive Program

Following Verbal Instructions
Gross Motor and Fine Motor

Location: Speech room or ERC

Materials: Chair, child's desk, pencil, crayons, papers, and other small objects

Recording Key: Correct response - Mark "+" (Count each sequence of commands as one response.)
Incorrect response - Mark "0" (Data sheet attached.)

PROCEDURE

Step:

Teacher says, "LISTEN, AND DO WHAT I SAY."

Cue:
A. "PULL OUT YOUR CHAIR."
B. "SIT DOWN."
C. "TAKE OUT YOUR PENCIL." (or crayon, or paper, etc.)
D. "PUT IT ON YOUR DESK."
E. "PUT AWAY YOUR PENCIL." (or crayons, or paper, etc.)
F. "PICK UP YOUR PAPERS FROM THE FLOOR."
G. "STAND UP."
H. "PUSH IN YOUR CHAIR." (must be picked up by both hands from the back and be carried in front of him/her)
I. "PICK UP YOUR CHAIR."
J. "CARRY YOUR CHAIR TO THE DOOR."

Consequence:

If correct: Teacher praises, smiles, hugs student and enthusiastically says, "THAT WAS GOOD WORK."

If incorrect: a) Ten seconds has passed and child has not responded:

Teacher says, "YOU DIDN'T DO WHAT I SAID."

b) Child responds incorrectly:

Teacher says, "YOU DID IT THE WRONG WAY."

c) Teacher models:

Teacher says, "I WILL SHOW YOU THE RIGHT WAY. NOW YOU DO IT THE RIGHT WAY."

If second trial incorrect: Teacher says, "I WILL HELP YOU DO IT THE RIGHT WAY," and physically guides student through desired response.

Teacher goes on to next command.

SEQUENCE

1. Gross motor - One concept. Any of the above commands.

2. Gross motor - two concepts.

   Ten sequences combining any two of the commands in Step 1. Use same cues, consequences, and recording as in Step 1.

3. Gross motor - three concepts.

   Ten sequences combining any three of the commands in Step 1.

4. Gross motor - four concepts.

   Ten sequences combining any four of the commands in Step 1.

5. Gross motor - 5 concepts.

   Ten sequences combining any five of the commands in Step 1.

Name_____

Program_____

Date	Step					Date	Step				

PRE/POST TEST INSTRUCTIONS

TITLE: FOLLOWS VERBAL INSTRUCTIONS

I. Objective: Given a five step sequence of verbal commands requiring gross motor or fine motor responses, student performs the steps in the given sequence.

II. Test:

A. Equipment and Materials:

Chair, child's desk, pencil, crayons, papers and other small objects.

B. Test Procedure:

Teacher says, "I WANT YOU TO . . .
1. PULL OUT YOUR CHAIR
2. THEN SIT DOWN
3. THEN TAKE OUT A PAPER AND PENCIL
4. THEN PUT THE PAPER AND PENCIL ON YOUR DESK
5. THEN PUT AWAY YOUR PENCIL AND PAPER

C. Criteria for Pass:

Student performs the five responses in the given sequence. Student starts responding in 10 seconds or less following the verbal command.

D. Scoring Instructions:

ERC teacher checklist
Score 0 if he fails to meet the above criteria
Score + if he meets the above criteria

PRESCRIPTIVE PROGRAM

Title: WRITES ANSWERS TO MATH FACTS (TIMED) Student's Name_____

Behavior Objective: Student writes answers to basic math facts at a frequency of _____ digits per minute with one error or less for two consecutive sessions.

Target Date:

Prerequisite Skills: Student writes digits 0-9.

Pre/Post Test: RRC Math Inventory

Advancement Criteria: Student answers facts at frequency of _____ digits per minute with no errors on two consecutive sessions.

Alteration Criteria: Student has no increase in score over three consecutive sessions.

Program Approved: D.G.W. 12/75

Pre/Post Test Approved: D.G.W. 12/75

B.D./B.C.
Revised 12/75
S.I.

Prescriptive Program

Writing Answers to Math Facts (Timed)

Location: ERC

Materials: Flashcards, timer, time-test sheet, pencil, stopwatch, Daily Data Sheet.

PROCEDURE

Step:

1. Student gets packet of flashcards and sets timer for five minutes.
2. Student practices the cards by himself/herself or with a volunteer until the timer goes off.
3. Student gets time-test sheet, writes name and date at the top, and raises flag to signal the teacher he/she is ready.
4. Teacher says, "GO AS FAST AS YOU CAN. PENCIL ON THE FIRST PROBLEM ...READY...BEGIN." Teacher starts stopwatch.
5. When one minute is up, teacher says, "STOP." (Those problems completed after teacher says "STOP" are not counted.)
6. Teacher counts number of digits correct and number incorrect and records on Daily Data Sheet.

Consequences:

If score increases: Teacher praises and circles step if score meets criterion.

If score does not increase or if score decreases: Teacher compares score with previous day's score. Teacher says, "YOU NEED TO GO FASTER TOMORROW."

Educational Resource Centers
Title IV, ESEA

PRESCRIPTIVE PROGRAM

Title: CUTTING

Student's Name_____

Behavior Objective: Given a piece of construction paper, the student cuts straight lines, circles, corners, and circular spirals with scissors within 1/8" of line.

Target Date:

Prerequisite Skills: Student holds scissors correctly and holds paper while opening and closing scissors.

Pre/Post Test: Teacher-made.

Advancement Criteria: Student cuts pattern on 4¼" square piece of construction paper within 1/8" of line.

Alteration Criteria: Student does not pass criteria for one step on five successive days.

Program Approved: S.I. 10/74
Revised
Pre/Post Test Approved: T.S. 5/76

300

Prescriptive Program

Cutting

Location:

Materials: 4½" square construction paper with pattern, 9" x 12" sheet of colored construction paper, scissors, child's folder, ruler.

Recording Key:

PROCEDURE

Step:

1. Child takes cutting square out of the folder.
2. Teacher explains task to child according to the step he/she is on and says, "BE SURE TO STAY RIGHT ON THE LINE."
3. When child has finished cutting, teacher evaluates, using ruler if necessary.

Consequence:

If correct: a) Teacher praises child and makes a star on cutout.
b) Teacher tells child he can paste the cutout on his "Cutout Sheet" (9" x 12" piece of construction paper on which the child will glue all his/her cutouts as he passes the criteria).
c) Teacher circles step on data sheet and writes next step in next day's square.

If incorrect: Teacher tells child he is finished and writes same step in the next square on the data sheet.

SEQUENCE

A. Cutting all the way across. (no lines)
B. Cutting following a thick line (straight)
C. Cutting following a thin line (straight)
D. Cut off corners
E. Cutting diagonal lines
F. Cutting diagonal and straight lines
G. Cutting following a square
H. Fringing (one cut)
I. Fringing (two cuts without removing scissors)
J. Cutting following a curved line
K. Cutting Following a circle
L. Cutting following a spiral (circular)
M. Cutting following a spiral (square)
N. Cutting following a spiral within a circle

PRE/POST TEST INSTRUCTIONS

Title: CUTTING

I. Objective:

Student cuts circle, square, and circular spiral with scissors within 1/8" of line.

II. Test:

A. Equipment and Materials:

Cutting Pre/post Test (cut apart into separate 4¼" squares), and scissors.

B. Test Procedure:

Give student pre/post test task (i.e., circle) and scissors. Say, "CUT OUT THE (circle). STAY ON THE LINES."

Repeat procedure for square and spiral.

C. Criteria for Pass:

Student cuts pattern out within 1/8" of the line.

D. Scoring Instructions:

Record "YES" or "NO" on recording form for each item.

CUTTING Pre/Posttest

Name_____

Test_____

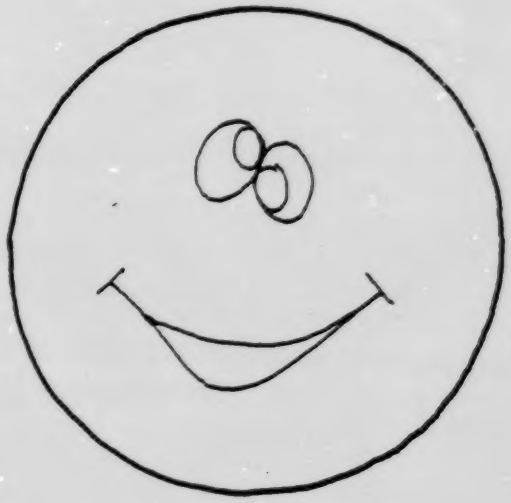
Date_____

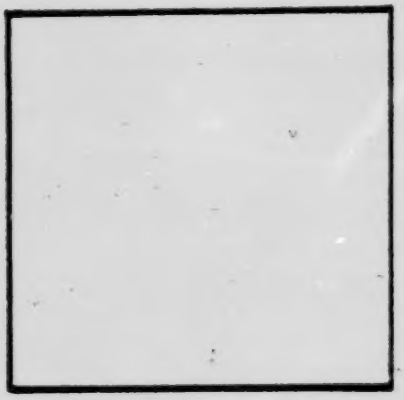
__ Funny face

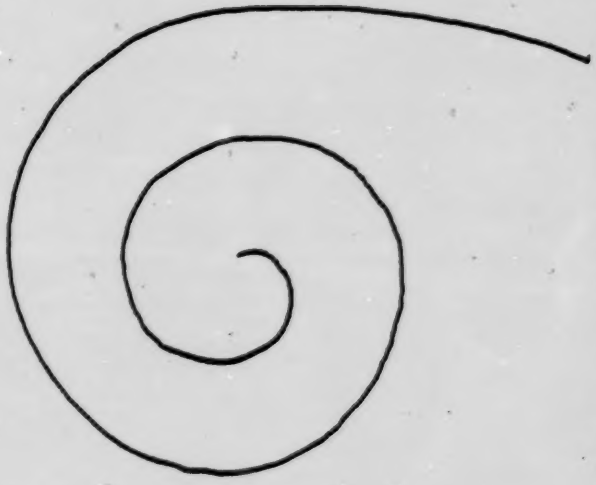
__ Square

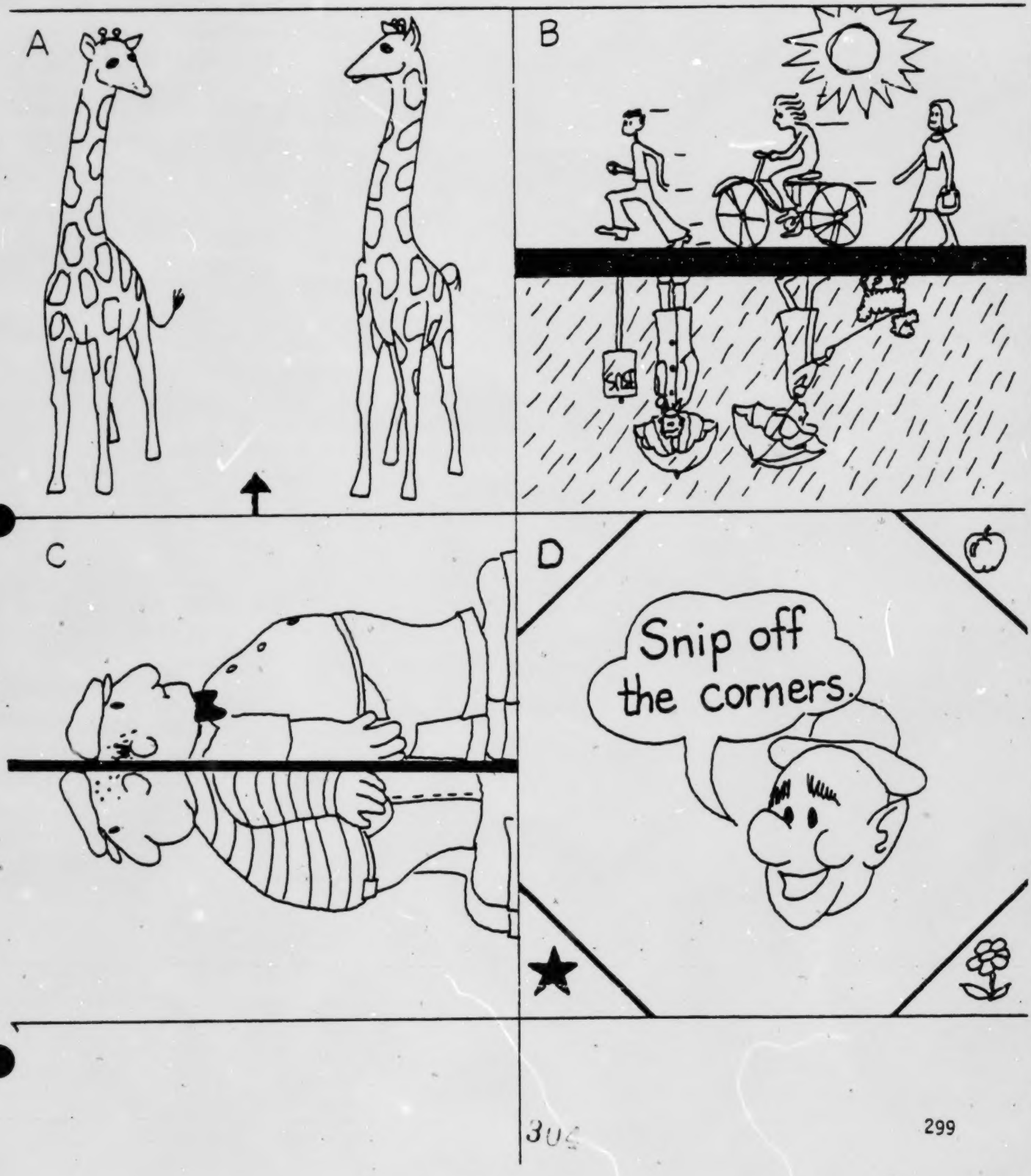
__ Spiral

→ ___/3___ w/in $\frac{1}{8}$" of line





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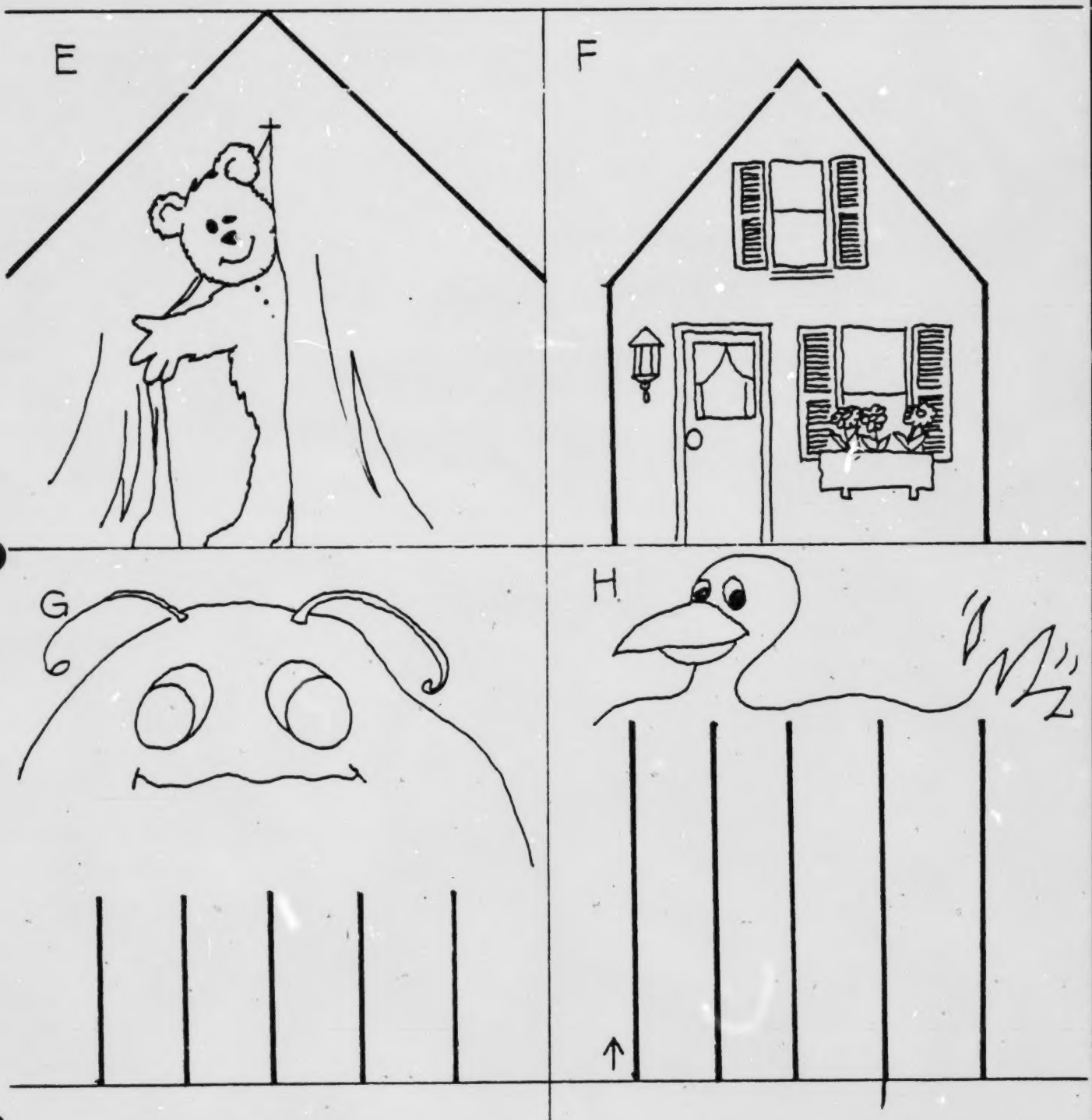
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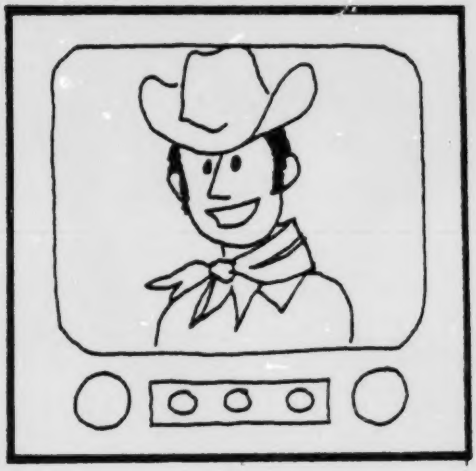

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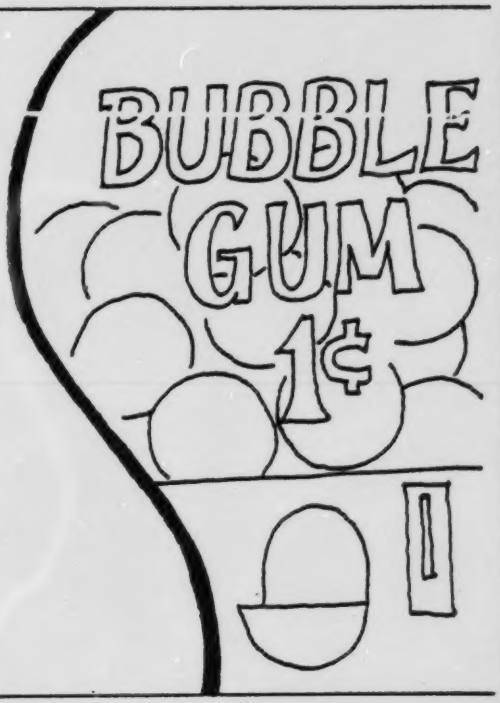

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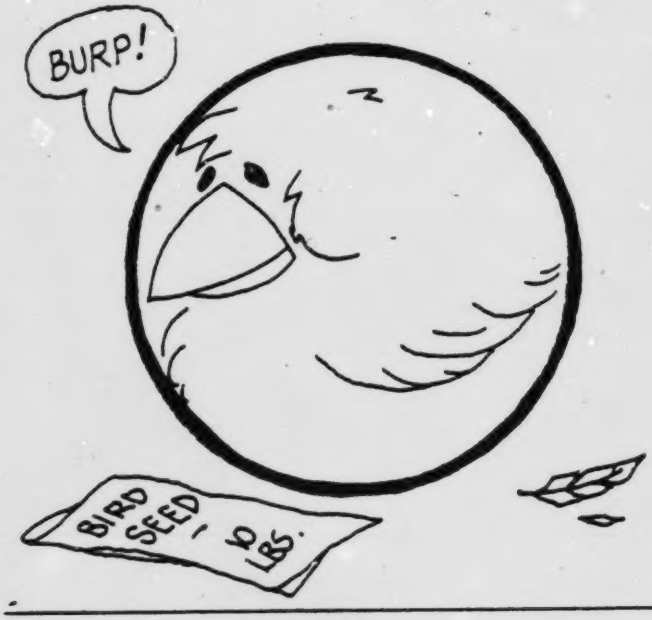

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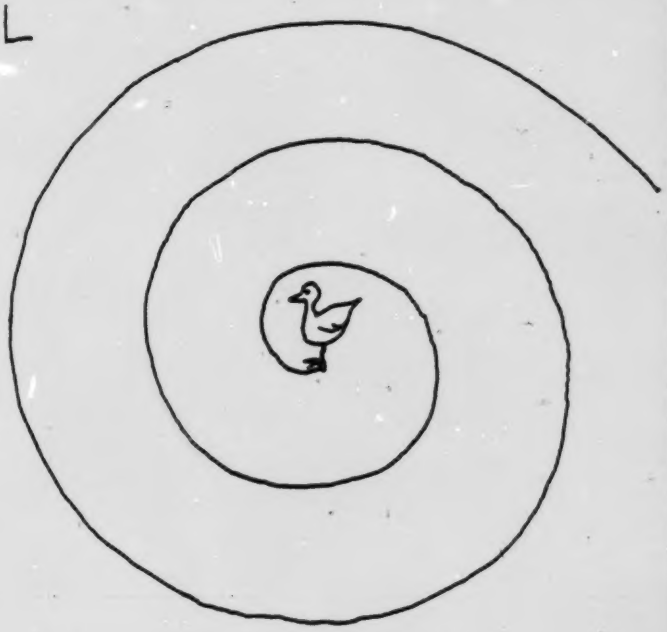

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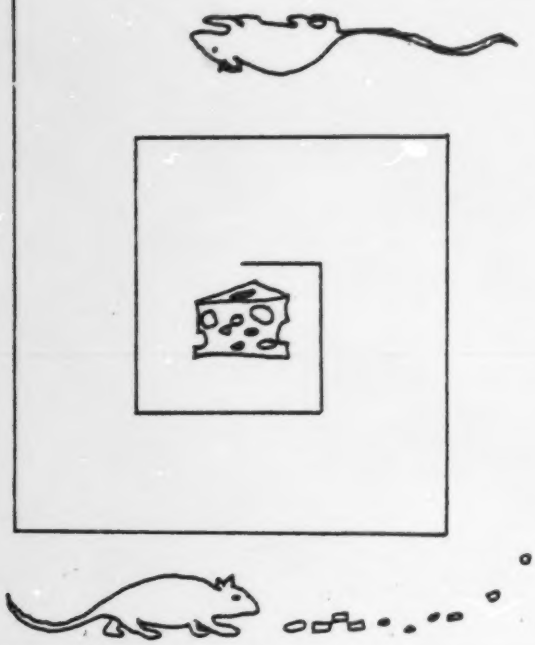

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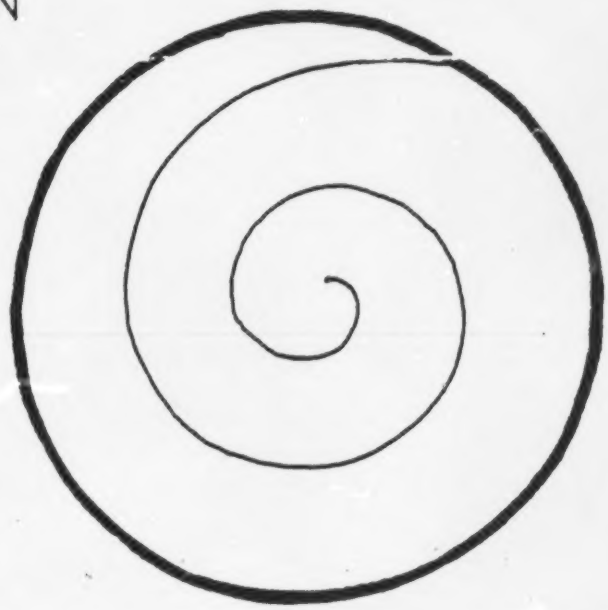


PRESCRIPTIVE PROGRAM

Title: COLORS WITHIN BASIC SHAPES Student's Name_____

Behavioral Objective: Student colors in three basic shapes (circle, triangle, and square) with a crayon, making strokes less than ½" apart, and not going outside the boundaries more than two times on each shape.

Target Date:

Prerequisite Skills: Student scribbles for 10 seconds.

Pre/Post Test: Teacher gives child crayon and phase-4 ditto sheet for circle, triangle and square. Say, "COLOR THE _____. FILL IT ALL IN. STAY WITHIN THE LINES." Enter child in program at phase-1 for each shape failed.

Advancement Criteria: Student fills in shapes, making strokes less than ½" apart and not crossing the boundaries more than two times on each shape.

Alteration Criteria: Student does not pass criteria on two consecutive days. Return to previous step in the sequence.

Program Approved: D.G.W. 1/75 S.I./B.C.

Pre/Post Test Approved: D.G.W. 1/75

Prescriptive Program

Coloring with Basic Shapes

Location: Student's desk

Materials: Prepared ditto sheets, crayon, Daily Data Sheet

Trials:

PROCEDURE

Teacher says, "COLOR THE _____. FILL IT ALL IN. STAY WITHIN THE LINES."

Consequences:

If correct: Teacher gives verbal praise and puts a star or happy face on the paper.

If incorrect: Teacher points out mistake and writes same step on the next day's square on the data sheet.

SEQUENCE

Complete all four steps for each phase before beginning the next step.

Phase I - 3/8" boundary

Phase II - 1/4" boundary

Phase III - 1/8" boundary

Phase IV - single-line boundary

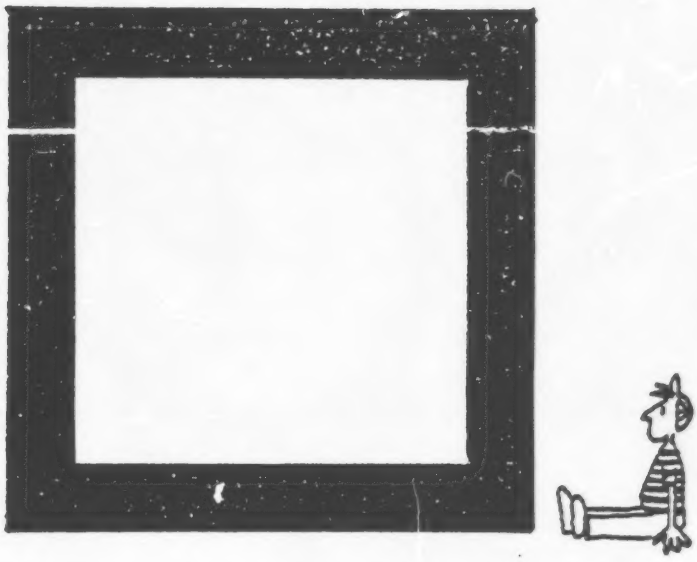
Step 1 - square

Step 2 - triangle

Step 3 - circle

Step 4 - all three

I-1.

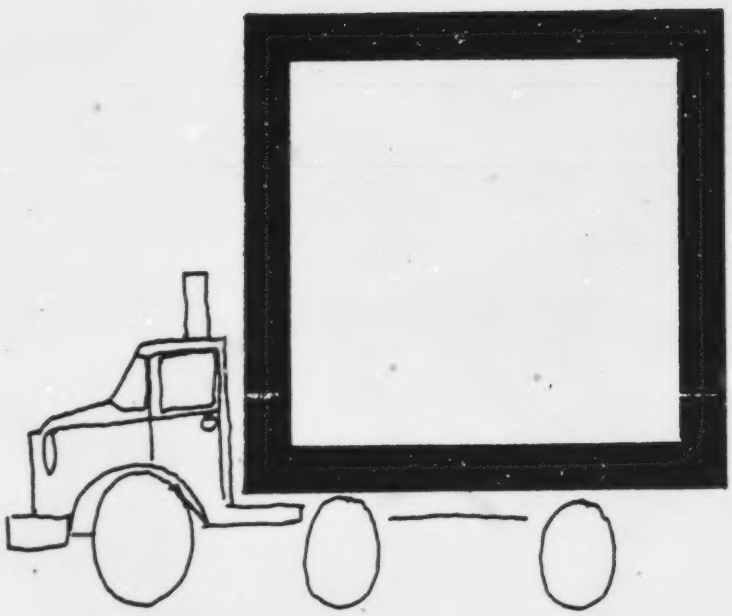


I-2.

310

I-3.

II-1.



311

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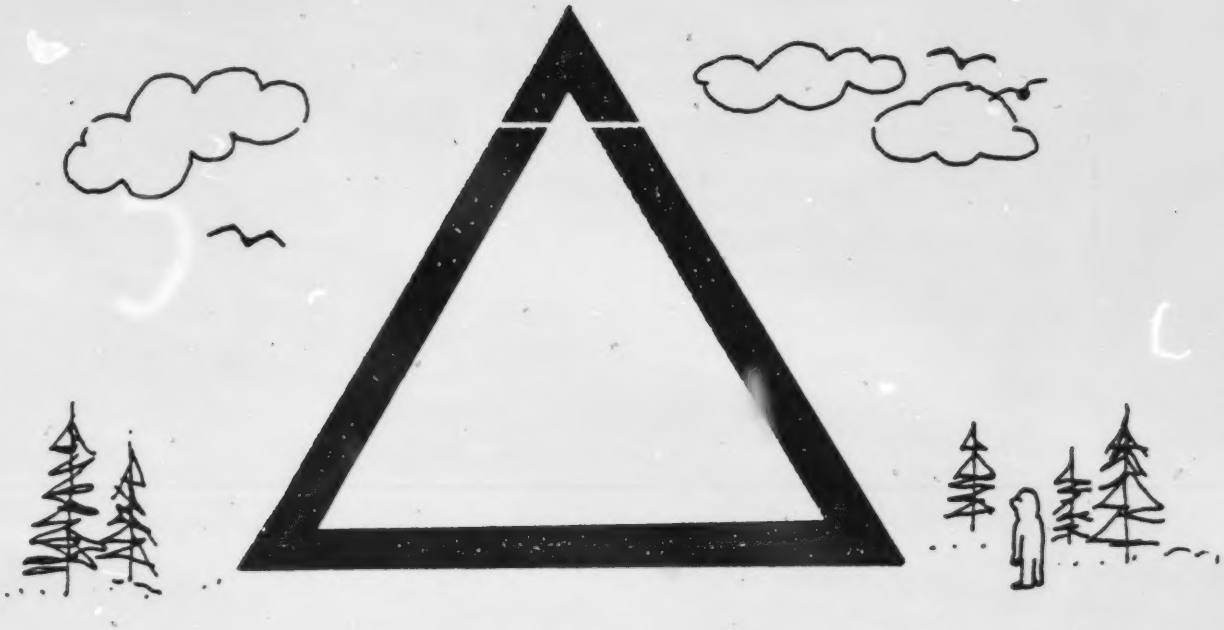

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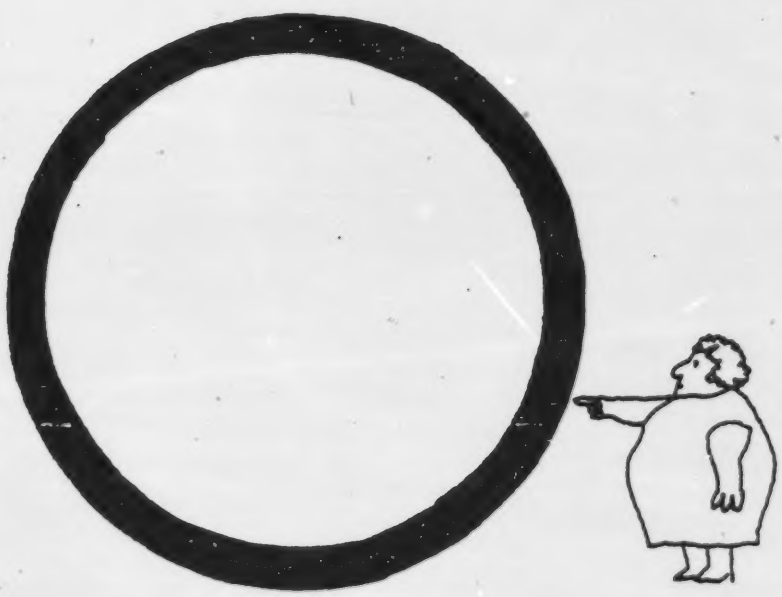

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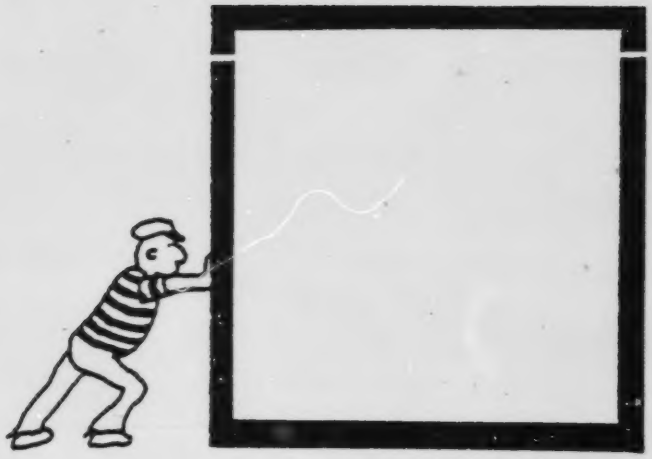
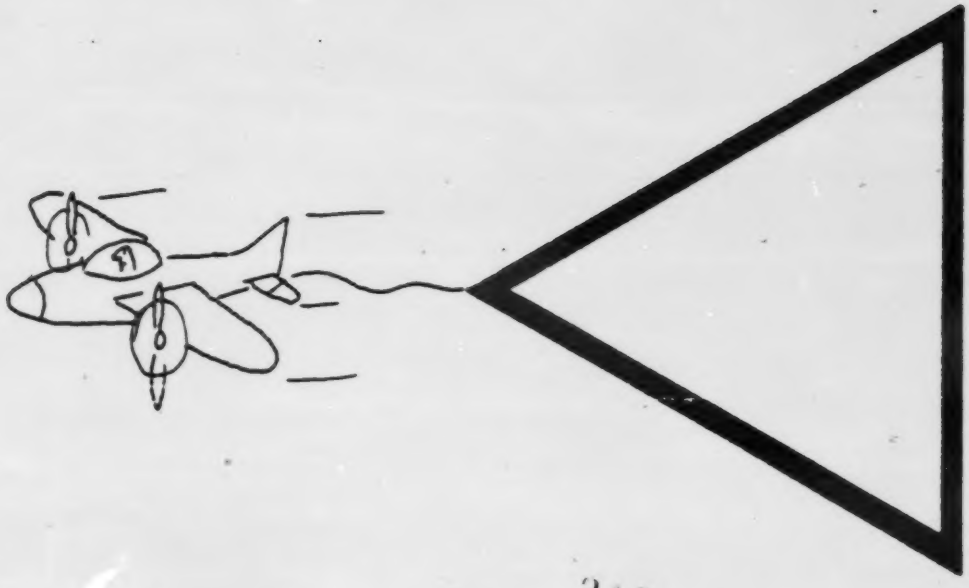
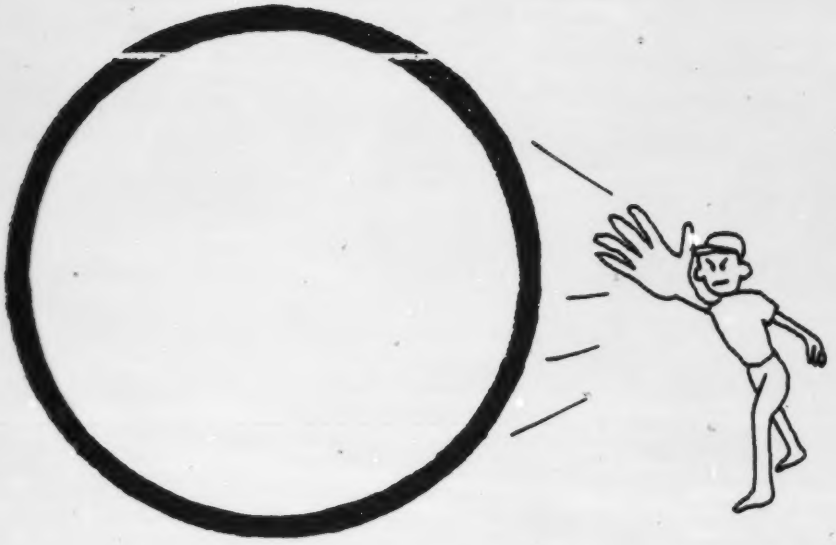


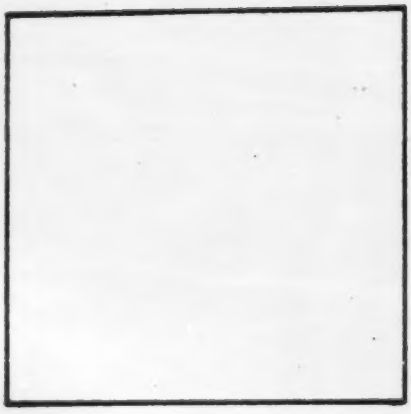
III-2.

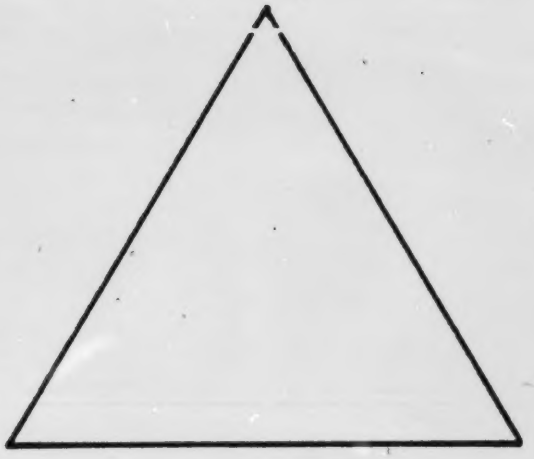


III - 3.



IV - 1.





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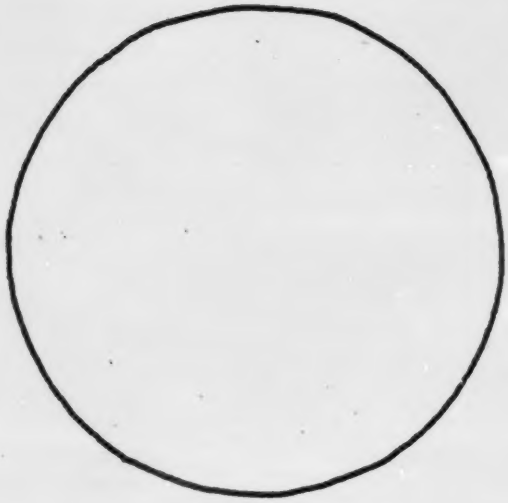

Plan Sheets

Secondary ERC's in Jackson County and several elementary centers have used the following form in place of the prescriptive program form. On the following pages are an example of the form and a sample of a completed form.

The ERC teacher fills out one form for each program/objective taught. The short term objective is slated along with other information. The other areas are completed using the prescriptive program guidelines on pages 117-123.

The Plan Sheet is often kept in the students notebook with graphs or logarithmic charts. The following sample will help to clarify the use of this form.

PLAN SHEET

erc educational resource centers

SHORT TERM OBJECTIVE: 2. Writes one question sentence dictated by teacher and one original sentence that asks a question.

EVALUATION			CRITERIA
Instrument Used: Sentences Pre/Post Test	Pre-test	Post-test	Advancement: 90% Correct Word Usage and Punctuation Alteration: Does not pass 2 days

Prerequisite Skills	Material	Instruction	Correct Response	Reinforcement Procedure	Error Response	Correction Procedure	Record Data
Writes a declarative sentence & a verb: Writes question mark.	Sentences dictation booklet Lined paper Pencil Sentence score sheet	1.T. reviews rules about questions. a. "WHAT DOES A QUESTION BEGIN WITH?" b. "WHAT DOES A QUESTION END WITH?" 2. "GET READY TO WRITE THIS SENTENCE..." T. dictates sentence from dictation booklet twice. 3. "WRITE ANOTHER SENTENCE THAT ASKS A QUESTION.	"A verb" "A question word" "A question mark" Sentence that begins w/ verb or question word & ends w/ question mark. Correct "punctuation"	"RIGHT" "RIGHT" Praise for remembering essential components. (Same as above)	Does not give either of 2 correct answers. Does not: begin w/ verb or end w/ question mark.	"NO, A QUESTION BEGINS WITH A VERB (LIKE 'DOES') OR A QUESTION WORD (LIKE 'WHERE'). TELL ME -- WHAT DOES A QUESTION BEGIN WITH?" "A QUESTION ENDS WITH A QUESTION MARK. MAKE A QUESTION MARK ON YOUR PAPER." (Same as above)	Sentence score sheet

PLAN SHEET

erc educational resource centers

SHORT TERM OBJECTIVE: _____

EVALUATION			CRITERIA
Instrument Used:	Pre-test	Post-test	Advancement: Alteration:

Prerequisite Skills	Material	Instruction	Correct Response	Reinforcement Procedure	Error Response	Correction Procedure	Record Data

Appendix C

ERC READING SKILLS INVENTORY

321

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #1

SAYS SOUNDS

OBJECTIVES: 1. Says _____% consonant and short vowel sounds correctly (untimed).

2. Says consonant and short vowel sounds correctly at a frequency of _____ per minute with 2 or less errors.

d	s	f	e	r	m	a	h	g	i	(10)
v	qu	j	z	k	u	n	p	c	t	(20)
x	o	b	a	f	w	e	v	l	y	(30)
qu	o	j	r	e	s	w	i	z	d	(40)
a	y	l	x	i	t	p	u	b	m	(50)
c	o	n	g	u	k	i	h	r	y	(60)
f	v	a	c	z	b	o	p	s	e	(70)
qu	t	h	g	n	x	d	u	w	k	(80)

323

323

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Title IV, ESEA
Reading Skills Inventory
Test #2

BLENDS (2-3 LETTER)
(real and nonsense)

OBJECTIVES: 1. Reads _____% 2-3 letter blends correctly (untimed).

2. Reads 2-3 letter blends at a frequency of _____ per minute with 2 or less errors.

am	ef	ox	it	up	ab	ig	ed	on	ud	(10)
bat	us	cot	tez	fib	lat	ef	nun	dob	am	(20)
fic	lup	Sam	weg	cob	wig	get	rot	hex	gat	(30)
nut	bik	dad	kol	pen	cun	mat	hon	nit	pug	(40)
gat	hex	rot	get	wig	cob	sab	lup	wag	bif	(50)
pig	non	bac	peg	cag	gig	hem	lot	Dan	man	(60)
tik	zag	yup	ham	dob	net	fot	jun	mic	quat	(70)
run	Tex	pad	kin	bop	hug	wax	let	sod	dud	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #3

INITIAL AND FINAL DIGRAPHS
(real and nonsense)

NAME_____ DATE_____

OBJECTIVE: 1. Reads _____% initial and final digraphs correctly (untimed).

2. Reads initial and final digraphs at a frequency of _____ per minute with 2 errors or less.

shop	chin	than	shut	when	phop	thig	shup	chop	whip	(10)
dash	jath	rich	wing	vosh	rush	batch	yang	buck	much	(20)
thop	wham	ditch	shud	vong	Chet	whip	tock	bang	bath	(30)
vosh	chip	jath	gang	thud	with	shut	phop	buck	rang	(40)
shin	moth	chat	thug	dech	than	rush	song	bith	rich	(50)
bath	shut	rich	yang	chip	vosh	thud	dash	phop	tuck	(60)
rich	vosh	that	when	shop	jath	ditch	what	shut	chup	(70)
shop	chin	thug	shut	when	phop	than	shup	chop	whip	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #4

INITIAL AND FINAL CONSONANT BLENDS
(real and nonsense)

OBJECTIVE: 1. Reads _____% initial and final consonant blends correctly (untimed).

2. Reads initial and final consonant blends at a frequency of _____ per minute with 2 or less errors.

blop	grap	spud	trip	step	flop	crud	prim	snap	fret	(10)
held	lunt	fond	dasp	wept	tump	belt	ask	gand	junk	(20)
skop	twin	drag	skip	glut	swim	bred	smat	blup	crip	(30)
nift	just	tomp	kept	zeld	gand	sent	pelt	bank	musk	(40)
fret	held	snap	lunt	prim	tomp	belt	gand	trip	spud	(50)
skop	nift	fret	just	zeld	flop	grap	dasp	lunt	crop	(60)
musk	bank	pelt	sent	gand	kept	glut	blop	skip	junk	(70)
grap	lint	snap	ask	pelt	zeld	bred	smat	blup	stat	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #5

SILENT E
(real and nonsense)

OBJECTIVE: 1. Reads _____% silent E words correctly (untimed).

2. Reads silent E words at a frequency of _____ per minute with 2 errors or less.

pin	cute	mat	cote	pine	cut	rob	mate	dim	mat	(10)
dime	cot	lat	robe	hid	late	dat	vote	hide	date	(20)
vot	hot	jet	lut	mat	hote	jete	lute	mate	not	(30)
rat	vip	note	pin	rate	pine	rob	vipe	cut	robe	(40)
cute	dim	lat	dot	time	hot	Tim	mate	vip	hote	(50)
mat	pin	vipe	cute	mat	cote	pine	cut	rob	mat	(60)
dime	cot	lat	robe	dim	hid	late	dot	vote	dat	(70)
rat	not	date	jet	note	cute	dim	lat	rate	cut	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #6

LONG VOWEL COMBINATIONS
(in isolation and real words)

OBJECTIVE: 1. Reads _____% long vowel combinations in isolation and real words correctly.

2. Reads long vowel combinations in isolation and real words at a frequency of _____ per minute with 2 or less errors.

ai	ee	oa	ea	ay	ue	ai	oa	ee	ay	(10)
aim	day	oat	eat	Sue	eel	ray	due	aid	oak	(20)
goat	meat	play	blue	train	keep	coat	feat	loan	mail	(30)
beam	toad	rain	deep	gray	true	clay	soap	beat	nail	(40)
paint	steam	meek	clay	boat	slay	loan	team	play	stay	(50)
bail	loan	feat	coat	keep	train	blue	play	meat	goat	(60)
stay	team	beam	toad	rain	deep	gray	true	clay	soap	(70)
goat	meat	play	blue	train	keep	coat	feat	loan	mail	(80)

330

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #7

VOWEL DIGRAPHS AND r CONTROLLED VOWELS
(phonograms) in isolation

OBJECTIVE: 1. Reads _____% vowel digraphs and r controlled vowels in isolation.

2. Reads vowel digraphs and r controlled vowels in isolation at a frequency of _____ per minute with 2 errors or less.

o͞o	cu	aw	oi	o͝o	au	oy	ew	ow	oi	(10)
er	cr	ur	ir	igh	er	ar	ur	ir	or	(20)
igh	o͞o	aw	ur	oy	ir	au	o͝o	ou	ew	(30)
ar	oi	er	igh	o͝o	ar	oy	or	ir	au	(40)
er	igh	o͞o	aw	ur	oy	ir	ou	o͝o	ew	(50)
ar	oi	er	igh	ar	o͝o	oy	ir	au	or	(60)
ew	or	au	ir	oy	o͞o	igh	er	oi	ar	(70)
igh	er	o͝o	ou	oy	ew	ir	ar	er	oi	(80)

329

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #8

IRREGULAR WORDS

OBJECTIVES: 1. Reads _____% of irregular words correctly (untimed).

2. Reads irregular words at a frequency of _____ per minute with 2 errors or less.

away	three	little	said	my	help	find	come	blue	where	(10)
yellow	for	you	jump	down	is	the	here	go	look	(20)
make	all	good	have	are	want	ride	please	our	news	(30)
out	was	like	must	came	saw	who	did	eat	with	(40)
say	that	so	they	be	there	now	soon	went	after	(50)
will	from	could	put	them	when	every	know	just	how	(60)
again	give	over	any	some	live	then	as	take	were	(70)
fly	because	use	sleep	many	gave	does	been	its	very	(80)
write	your	made	read	off	best	which	work	their	us	(90)
these	pull	about	much	eight	bring	only	never	laugh	kind	(100)

Educational Resource Centers
Title IV, ESEA

BEGINNING SIGHT WORDS
PRE/POST-TEST

NAME_____ TEST: PRE_____ POST_____

DATE_____ EXAMINER_____

OBJECTIVES: 1. Reads _____% beginning sight words correctly (untimed).

2. Reads beginning sight words at a frequency of _____ per minute with 2 or less errors.

for	is	and	the	to	said	one	you	my	where	E-1 (10)
can	a	in	it	me	not	two	I	we	up	(20)
away	blue	down	make	find	here	three	red	play	jump	E-2 (30)
help	big	come	funny	go	little	run	look	see	yellow	(40)
for	can	down	is	make	a	and	find	in	the	Mixed (50)
here	it	to	away	help	me	blue	said	not	big	(60)
one	come	two	you	funny	I	go	little	my	we	(70)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #9

CLASSROOM READER

SERIES/PUBLISHER_____

OBJECTIVE: 1. Reads 80% of selected sentences without error, or

2. Reads at a frequency of _____ per minute with 2 or less errors.

1. Book _____

Page No._____

No. Sentences_____

%_____

Total Words: correct_____ error_____

Frequency _____

2. Book_____

Page No._____

No. Sentences_____

%_____

Total Words: correct_____ error_____

Frequency _____

3. Book_____

Page No._____

No. Sentences_____

%_____

Total Words: correct_____ error_____

Frequency_____

Educational Resource Center

Name _____

Date _____

Test _____

PRIMARY
MOTOR SKILLS SEQUENCE

Body Orientation

___ 1. The student steps sideways.
Teacher says, "STEP SIDEWAYS."

___ 2. The student imitates arm movements demonstrated by the teacher.
Teacher says, "DO THIS," and makes circular and up and down movements with arm.

___ 3. The student touches nose.
Teacher says, "TOUCH YOUR NOSE."

___ 4. The student opens and closes his hands following teacher demonstration.
Teacher says, "DO THIS," and opens and closes hands.

Gross Motor

___ 5. The student runs (faster than student's walking pace).

___ 6. The student runs 10 yards with correct posture: i.e., body erect with slight forward lean, eyes forward, weight on toes and arms swinging forward and back rather than across body.

7. The student rolls inflatable 12-inch diameter playground ball (approximate size) and hits a 12-inch square target placed on floor. (Score a and b separately.) (Student may use two hands.)

___ a. Rolls ball 6 feet and hits target.
___ b. Rolls ball 12 feet and hits target. (If yes, score yes for a and b.)

Scoring: Score yes if ball hits any part of the 12-inch target in one of two trials.

8. The student tosses a foam ball (size of tennis ball) underhand and hits a 12-inch square target 4 feet above the floor. (Score a and b separately.)

___ a. Tosses ball 6 feet and hits target.
___ b. Tosses ball 12 feet and hits target. (If yes, score yes for a and b.)

(Scoring: Score yes if the student hits any part of the target in one of two trials.

9. The student tosses a foam ball (size of tennis ball) overhand and hits a 12-inch square target 4 feet above the floor. (score a and b separately.)

___ a. Tosses ball 6 feet and hits target.
___ b. Tosses ball 12 feet and hits target. (If yes, score yes for a and b.)

10. The student catches a 12-inch diameter ball tossed underhand (Score a and b separately.)

___ a. Ball tossed from 6 feet.
___ b. Ball tossed from 12 feet.

Scoring: Score yes if the student catches the ball in one of two trials, with either one or two-hand catches acceptable.

11. The student steps over a yardstick without touching the bar or falling down. (Score a and b separately.)

___ a. Steps over an ankle-high bar.
___ b. Steps over a knee-high bar.

Scoring: Score yes if the student steps over in one trial.

12. The student jumps from a standing position over a bar. (Both feet must leave floor at same time without touching the bar or falling down.) (Score a and b separately.)

___ a. Jumps over an ankle-high bar.
___ b. Jumps over a mid-shin-high bar.

Scoring: Score yes if student jumps over bar on one trial.

13. The student ducks under a bar. (Score a and b separately.)

___ a. Ducks under a bar at nose height.
___ b. Ducks under a bar at chest height.

Scoring: Score yes if student ducks under bar on one trial.

___ 14. The student walks around obstacles: i.e., chairs or through doorways without collision 90 percent of the time. Teacher should score from first-hand knowledge.

___ 15. The student, while in a standing position, can squat and stand again without losing balance or moving feet in one trial.

16. The student walks upstairs, at least three steps, alternating feet.

___ a. Walks with support.
___ b. Walks without support.

(If yes, score yes for a and b.)

17. The student walks down stairs, at least three steps, alternating feet.

___ a. Walks with support.
___ b. Walks without support.

(If yes, score yes on a and b.)

18. The student walks on a line 2 inches wide. (Score a and b separately.)

___ a. Walks forward for 4 steps.
___ b. Walks backward for 2 steps.

Scoring: Score yes if any part of student's foot touches line with each step.

___ 19. The student stands on tiptoes for a minimum of 3 consecutive seconds.

Scoring: Score yes if both heels are off the ground for 3 consecutive seconds.

___ 20. The student stands on one foot with the other foot approximately 2 inches off the floor for 5 seconds.

21. The student touches index and second fingers one at a time with thumb. (Score a and b separately.)

___ a. Touches first two fingers of right hand with right thumb, one at a time.
___ b. Touches first two fingers of left hand with left thumb, one at a time.

___ 22. Child bends forward from waist, reaches with fingertips touching toes. Knees are straight.

Mainstreaming Education for Oregon Schools, K-3

YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the Educational Resource Center - Title IV Staff. Jackson County Education Service District - 101 North Grape Street - Medford, OR, 97501, or call us at 776-8552.

PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

Did you read this publication?

___ Completely
___ More than half
___ Less than half
___ Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

___ Completely
___ Partly
___ Not at all

Did you find this publication useful in your work?

___ Often
___ Sometimes
___ Seldom
___ Never

What type of work do you do?

___ Classroom teacher
___ Consultant to classroom teachers
___ School administrator
___ Other

Did you find the content to be stated clearly and accurately?

___ Always yes
___ In general, yes
___ In general, no
___ Always no
___ Other

Where the contents presented in a convenient format?

___ Very easy to use
___ Fairly easy
___ Fairly difficult
___ Very difficult
___ Other

Did you find this publication to be free of discrimination or biased content towards racial, ethnic, cultural and religious groups, or in terms of sex stereotyping?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other

What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?

___ Excellent
___ Good
___ Fair
___ Poor

Would you recommend this publication
to a colleague?

___ Yes, without reservations
___ Yes, with reservations
___ No
___ Other

When this publication is revised, what changes would you like to see made?

Additional comments. (Attach a sheet if you wish.)